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ABSTRACT

This guide is designed to explain the concepts and details of the Certificates of General Education for Adults, which have been accredited by the Vocational Education and Training Accreditation Board in Victoria, Australia. Following an introduction, section 2, The Accreditation Document--Introductory, details the history of the project and the development of the framework, the structure of the framework and the certificates, and nine accreditation principles that must be satisfied for a course to gain accreditation and that provide guidance for the use of the competency statements. Section 3, The Accreditation Document--The Competencies, is a guide to reading and understanding competency-based curriculum. It describes the four streams of the framework: reading and writing, oral communication, numerical and mathematical concepts, and general curriculum concepts. The outcomes of the learning process are described in terms of competencies that are then subdivided into smaller parts or elements. Each of these elements is supported by performance criteria and range and conditions statements, which combine to describe how and under what conditions a competency will be demonstrated. Section 4, Background Works, is the background theory and practice informing the competencies. It covers three topics: reading and writing, oral communication, and numerical and mathematical concepts. Section 5, Administrative Guidelines, provides details for issuing the certificates. (YLB)

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# Certificates of General Education for Adults

*within the Victorian Adult English Language, Literacy and Numeracy Accreditation Framework*

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STATE TRAINING BOARD VICTORIA

# CERTIFICATES OF GENERAL EDUCATION FOR ADULTS

*within the Victorian Adult English Language Literacy & Numeracy Accreditation Framework*

Adult Education in the Community

STATE TRAINING BOARD VICTORIA

Certificates of General Education for Adults within the Victorian Adult English Language Literacy and Numeracy Accreditation Framework.

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# ACKNOWLEDGEMENTS

The Victorian Adult English Language, Literacy and Numeracy Accreditation Framework and the Certificates of General Education for Adults grew from good practice in the adult basic education field. The work of many teachers, tutors, co- ordinators and clients in a range of community based providers, TAFE colleges, other providers and industry training programs has shaped the outcomes of this project. Many people, too many to name individually, have given generously of their time and expertise to this project over the last five years.

# *Section 1*

# INTRODUCTION

# *Section 1*

# INTRODUCTION

This guide is designed to explain the concepts and details of the Certificates of General Education for Adults. The Certificates embedded in the Victorian Adult English Language, Literacy and Numeracy Framework were accredited in December 1992 by the Vocational Education and Training Accreditation Board (VETAB) acting on the authority of the former Victorian Post-Secondary Education Commission.

## 1. THE FRAMEWORK AND ITS CREDENTIALS

The Victorian Adult English Language, Literacy and Numeracy Accreditation Framework (formerly the Adult Basic Education Accreditation Framework) is a set of generic competencies at 4 levels across 4 streams that, with associated performance criteria and examples of texts and assessment tasks, form a curriculum document. The competencies are applicable to the needs of both native speakers and multi-lingual adults who speak at least some English.

- Reading and Writing: competencies across 4 levels, organised into 4 literacies for self-expression, practical purposes, knowledge and public debate.
- Oral Communication: competencies that range across 4 areas organised into 4 literacies for self expression, practical purposes, knowledge and public debate.
- Numerical and Mathematical Concepts: numeracy/basic maths competencies considered across 5 strands
- General Curriculum Options: curriculum developed around the generic competencies described in the Key Competencies Report (Mayer). It is intended that the provider would have considerable flexibility to offer general subjects that meet the needs of the clients and reflect local strengths and interests.

The credentials (Statements of Attainment, Certificate of General Education (Foundation) and Certificate of General Education) for Adults awarded for the completion of a module or a series of modules are recognised statewide and nationally.

The diagram below shows how the four streams of Reading and Writing, Oral Communications, Numerical & Mathematical Concepts and General Curriculum Options fit together with entry anywhere from Module (level) 1 depending on the clients' skills. On completion of a Module (level) in a stream, clients can be awarded a Statement of Attainment. They may choose to pursue just one stream and receive a **Statement of Attainment** on completion of each module.

Clients may decide to further their general education by studying across all four streams. On completion of Module 2 in all four streams, they can be awarded a **Certificate of General**

*1. Continued ...*

**Education for Adults (Foundation).** This may be all that some clients wish or need to complete, before moving into the more specialised area of industry certificates or training.

Clients who continue with the Framework after completing this certificate will gain further recognition for their studies. Apart from the Statement of Attainment issued at the end of each module, clients can be awarded a **Certificate of General Education for Adults** with the area/s of further study to level 4 noted in brackets beside the certificate title e.g. **Certificate of General Education for Adults (Reading and Writing).**

The Framework supports the program provision that occurs in a wide variety of places including community based providers, TAFE colleges and workplaces. It is designed to:

- provide sequential learning arrangements for students in a range of contexts;
- articulate into employment, adult, community and further education, vocational education and training;
- facilitate personal and community development needs; and
- provide a common language for practitioners to use to report on student progress.

Through the accreditation of the Certificates, learners receive formal recognition for the work they undertake and the competencies they achieve. Their pathways to further study, employment or vocational training are enhanced by a credential that can be used by industry and vocational educational and training providers as a benchmark for articulation with awards and other courses.

| | STREAMS | | | |
|---|---|---|---|---|
| Level 4 | Reading and Writing 4 | Oral Communication 4 | Numerical and Mathematical Concepts 4 | General Curriculum Options 4 |
| Level 3 | Reading and Writing 3 | Oral Communication 3 | Numerical and Mathematical Concepts 3 | General Curriculum Options 3 |
| Level 2 | **Reading and Writing 2** | **Oral Communication 2** | **Numerical and Mathematical Concepts 2** | **General Curriculum Options 2** |
| Level 1 | **Reading and Writing 1** | **Oral Communication 1** | **Numerical and Mathematical Concepts 1** | **General Curriculum Options 1** |

Certificate of General Education for Adults (Foundation) Certificate of General Education for Adults (Reading and Writing)

## 2. THE CERTIFICATES AND FRAMEWORK AS CURRICULUM PLANNING TOOLS

The Accreditation Framework has been developed through a process of discussion and consultation with community, TAFE and workplace providers, teachers/tutors, Adult Migrant Education Services, Council of Adult Education, business, industry and union groups. It is against this background that includes language and literacy contexts and conditions and client needs and goals, that the Framework has been structured.

The linking of language and literacy provision within a framework of key competencies is underpinned by a belief that the needs of all client groups can be met through careful attention to curriculum design. The Framework provides a guide for the development of curriculum for a range of

2. *Continued ...*

learning contexts. A course can be designed to meet the needs of students in terms of both basic education and wider educational and personal goals. The range of learning contexts and learner characteristics will be reflected in a range of curriculum content that is based around the common competencies. The competencies within the Framework remain consistent through a range of curriculum, but the content and teaching methodology used to deliver it will vary with the needs of the client group and the learning venue.

Although the format is in terms of competencies, the Framework and Certificates are capable of providing more than just a functional approach to basic education. The competencies may be attained through programs developed from wide-ranging content that may include creative and/or personal as well as functional elements. Existing courses may already be a close match with the options available when using the Framework and its credentials as a curriculum planning tool. Providers may use or adapt existing programs or develop new courses to meet the needs of client groups and use the Framework as a planning guide. As credentials with recognised standards and documented outcomes, the certificates provide a validated structure for existing good practice in the language, literacy and basic education field.

## 3. THE STRUCTURE OF THIS GUIDE

Four major sections of this guide cover: the Accreditation Document - Introductory; the Accreditation Document - The Competencies detailing the competencies in the four streams; Background Works, which is the background theory and practice informing the competencies and the Interim Administrative Guidelines which provide details for the issuing of the Certificates.

**The Accreditation Document - Introductory** details:

- the history of the project and the development of the Framework.
- the structure of the Framework and the Certificates.
- nine Accreditation Principles which are the criteria that must be satisfied for a course to gain accreditation and which provide guidance for the use of the competency statements. They address the areas of: industry involvement, course standards, competency-based training, flexibility of entry, exit and delivery, articulation, customisation of courses, maximum participation and access, appropriate assessment, ongoing monitoring and evaluation.

**The Accreditation Document - The Competancies** details:

- a guide to reading and understanding competency based curriculum.
- the four streams of the Framework :
  - Reading and Writing
  - Oral Communication
  - Numerical and Mathematical Concepts
  - General Curriculum Options

The outcomes of the learning process are described in terms of competencies which are then sub-divided into smaller parts or elements. Each of these elements is supported by Performance

*3. Continued ...*

Criteria and Range and Conditions statements which combine to describe how and under what conditions a competency will be demonstrated.

**Background Works** contains three background documents that are integral to understanding and using the competency statements in the Accreditation document. They describe the methodological base and assumptions that form the content of the particular stream.

- Reading and Writing. The Curriculum Model for Reading and Writing is a second edition of Volumes 1 and 2 of the Draft Competence Statements for Adult Reading and Writing (Adult Basic Education Accreditation Framework Project 1992). The organisation of the statements into domains and strands is explored and developed into a model that gives depth and meaning to the competencies of the Accreditation Document.
- Oral Communication. This document introduces the area of competencies in oral communication. It is written in a similar way to the Background Work - Reading and Writing, using the notion of domains and strands to organise the material.
- Numerical and Mathematical Concepts. This document explains the background to the competency statements. It also explores the principles which underpin mathematics learning.

**Administrative Guidelines**. These are adult, community and further education credentials and courses. The responsibility for adult, community and further education is held jointly by two boards: the Adult, Community and Further Education Board and the State Training Board.

This section outlines administrative procedures for the issuing of the credentials: Certificate of Adult General Education for Adults (Foundation), Certificate of General Education for Adults and Statements of Attainment for any module.

*Section 2*

# THE ACCREDITATION DOCUMENT - INTRODUCTORY

# *Section 2*

## THE ACCREDITATION DOCUMENT - INTRODUCTORY

**This section was presented, with section 3,
The Accreditation Document - The Competencies,
to the Vocational Education and Training Accreditation Board,
as the submission for accreditation.**

### 1. CONCEPT

The Certificates of General Education for Adults are two credentials embedded within the Victorian Adult English Language Literacy and Numeracy Accreditation Framework.

The two certificates are designed to work within a curriculum framework to provide maximum flexibility, maximum articulation, maximum customisation of courses and maximum access and participation.

### 2. BACKGROUND

In 1989, the Division of Further Education (now part of the Office of Training and Further Education) funded research to investigate the need for a pre-Victorian Certificate of Education general education certificate for adults with incomplete secondary education. Following the release of these findings, further consultations were undertaken with a cross-section of business, industry, unions, community members, education providers and credentialling authorities to ensure that a diversity of views were canvassed regarding the concept of an Adult Basic Education Certificate.

This process revealed that there was a strong demand from adults enrolling in adult literacy and numeracy courses for the award of a credential. As a consequence, there was also strong demand expressed for a curriculum framework to be developed so that any provider of adult literacy and basic education, whether in the further education sector, the workforce or vocational education, would be able to develop appropriate learning activities that drew on the best thinking and practice from the state.

The draft competencies in Reading and Writing were developed in late 1991 with a grant from the Division of Further Education and the Office of the State Training Board. Initial draft Numeracy/Basic Maths competencies were developed at the same time and complemented during 1992 by the work of a national committee of maths experts. The Oral Communication component shows the same theoretical basis as the Reading and Writing stream and is the result of collaboration between Adult Migrant Education

# 3. STRUCTURE OF THE FRAMEWORK AND CERTIFICATES

## *3.1 Framework Structure*

Services and key adult literacy practitioners. The General Curriculum Options stream was included in the initial concept of the Framework to allow providers to develop subjects or courses which may be needed for particular contexts at a basic education level. The competencies of the General Curriculum Options Stream allow for the incorporation of subjects such as Occupational Health and Safety, Koori History, Science and Technology etc into the curriculum framework and certificates and hence increase options for a range of student needs.

The Victorian Adult English Language, Literacy and Numeracy Accreditation Framework is a set of generic competencies at 4 levels across 4 streams which, with associated performance criteria and examples of texts and assessment tasks, form a curriculum document.

The competencies are applicable to the needs of both native speakers and multi-lingual adults who speak at least some English but whose basic education is incomplete.

- Reading and Writing: competencies across 4 levels, organised into 4 literacies/domains for self- expression, practical purposes, knowledge and public debate.
- Oral Communication: competencies that range across 4 levels organised into 4 literacies for oracy (the same literacies as Reading and Writing)
- Numerical and Mathematical Concepts: numeracy/basic maths competencies considered across 5 strands
- General Curriculum Options: It is intended that the provider will have considerable flexibility to offer general subjects that meet and reflect local strengths and interests, while enabling the demonstration of generic competencies from the Key Competencies (Mayer) Report.

## *3.2 Credentials and Certificate Structure: Two nested awards seen as part of a Framework*

The diagram below shows how the four streams of Reading and Writing, Oral Communications, Numerical & Mathematical Concepts and General Curriculum Options fit together with entry anywhere from Module (level) 1 depending on the clients' skills. On completion of a Module (level) in a stream, clients can be awarded a Statement of Attainment. They may choose to pursue just one stream and receive a **Statement of Attainment** on completion of each module.

Clients may decide to further their general education by studying across all four streams. On completion of Module 2 in all four streams, they

| | STREAMS | | | |
|---|---|---|---|---|
| Level 4 | Reading and Writing 4 | Oral Communication 4 | Numerical and Mathematical Concepts 4 | General Curriculum Options 4 |
| Level 3 | Reading and Writing 3 | Oral Communication 3 | Numerical and Mathematical Concepts 3 | General Curriculum Options 3 |
| Level 2 | Reading and Writing 2 | Oral Communication 2 | Numerical and Mathematical Concepts 2 | General Curriculum Options 2 |
| Level 1 | Reading and Writing 1 | Oral Communication 1 | Numerical and Mathematical Concepts 1 | General Curriculum Options 1 |

Certificate of General Education for Adults (Foundation) Certificate of General Education for Adults (Reading and Writing)

*3.2 Continued ...*

can be awarded a **Certificate of General Education for Adults (Foundation).** This may be all that some clients wish or need to complete, before moving into the more specialised area of industry certificates or training.

Clients who continue with the Framework after completing this certificate will gain further recognition for their studies. Apart from the Statement of Attainment issued at the end of each module, clients can be awarded a **Certificate of General Education for Adults** with the area/s of further study to level 4 noted in brackets beside the certificate title e.g. **Certificate of General Education for Adults (Reading and Writing).**

# 4. ACCREDITATION PRINCIPLES

*These nine accreditation principles are the criteria which must be satisfied for a course to gain accreditation and which provide guidance for the use of the competency statements.*

## *4.1 Principle 1: Industry Involvement*

*"Courses submitted for accreditation shall:*

- *have relevance to market and/or industry needs*
- *identify occupational or educational outcomes*
- *enable the achievement of national competency standards where these have been established. Where there are no existing national competency standards, course proponents will need to ensure that competencies are:*
  - *in accord with the National Training Board definition of competency*
  - *defined with the involvement of the industrial parties"*

The Adult, Community and Further Education Board has been recognised by the State Training Board as an appropriate body to offer industry/community support for accreditation and a letter of support was received from it. Expressions of support have also been received from Industry Training Boards, many of which have included the generic competencies in their industry training plans.

The current market need for the course is demonstrated by:

- the consultative process and the extensive trialling of the developing Framework over the last 3 years. The involvement and enthusiasm of language and literacy providers show evidence of the need within the field for a curriculum framework of generic skills.
- numerous regionally organised and provider organised professional development activities for teachers/tutors/trainers in language, literacy and basic education focussing on the Framework, its competencies and its credentials. Funding has further been granted for the development of curriculum documents in Reading and Writing, Oral Communication and the Numeracy/basic maths areas.
- the use of the Reading and Writing competency descriptors on the Interim Literacy Course Matrix. This nationally agreed matrix forms the basis of initial literacy assessment, referral and placement guidelines for Department of Employment, Education and Training funded literacy programs.
- the Framework providing the competencies for several curriculum and materials development projects for industry:
  Corrections Network  Broadmeadows TAFE

| | |
|---|---|
| Small Food Industries | Moorabbin TAFE |
| Printing Industry | Melbourne College of Printing and Graphic Arts/ITB |
| Transport and Food | AMES and CAE |
| Build. & Construction | Melbourne College of Painting and Decoration |

- the findings of "The Communication Training Needs of English speaking background workers in the Building and Construction Industry in Victoria" and the "Workplace Basic Education Survey Language and Literacy Provision and Identification of Needs as Specified in Industry Training Plans" projects. Both documents specifically recognise the need for proper accreditation procedures resulting in articulation with other courses and the Australian Standards Framework. The Certificates within their Framework are recognised as a means to this end.

There are currently no national competency standards in the language and literacy area.

### 4.2 *Principle 2: Course Standards*

*"Courses submitted for accreditation shall provide evidence that the standards of the course are appropriate to the level of credential proposed and consistent with state and national requirements for credentials."*

The Framework is a Stream 2100 category as described in the Register of Australian Tertiary Education Guidelines and therefore a certificate can be awarded to students completing the requirements of the credentials. The Framework contains generic competencies, the performance criteria for which have been validated through extensive trials in a range of language and literacy providers in Colleges, community based providers and in industry. The length of attendance required for the achievement of competencies to meet the requirements for a Certificate will vary depending upon entry level, delivery mode and whether full or part time study. The minimum notional hours for the completion of a full Certificate of General Education for Adults (Foundation) is 640 hours. See part 5.1 for further comments on the issue of nominal hours.

The Australian Standards Framework refers to competency levels required in the workforce and their interface with formal vocational educational qualifications. As the Victorian Adult English Language, Literacy and Numeracy Framework relates particularly to generic competencies in language, literacy and numeracy, the task of drawing parallels will depend on the requirements of particular jobs and their training programs. The lower levels of the curriculum could in some contexts slot below the Australian Standards Framework. The higher levels, however, impact on the specifications of competencies and training for Levels 1 - 3 of the Australian Standards Framework.

### 4.3 *Principle 3: Competency-Based Training*

*"Vocational education and training courses submitted for accreditation must identify the outcomes of the course as defined competencies"*

The Framework is expressed and defined in competency terms which are consistent with the National Training Board's terminology. They are supported by performance criteria, range and conditions statements and examples of appropriate assessment tasks.

For a Statement of Attainment to be awarded for a module, a person will need to demonstrate all elements of that module to the required level of performance.

There are currently no nationally recognised competency standards in the language and literacy area.

### 4.4 *Principle 4: Maximum Flexibility of Entry, Exit and Delivery*

*"Courses submitted for accreditation shall provide for the*

*4.4 continued...*

*recognition of prior learning and multiple entry and exit points. Courses submitted for accreditation shall indicate alternate delivery modes, as appropriate"*

Adult language, literacy and numeracy provision has always offered flexible entry and exit points. The Framework has been developed to be available to any person wishing to participate. Thus, entry to the Framework and the Certificate is not tied to formal schooling or training. Clients may enter the Framework modules at an appropriate level as determined by appropriate interview and placement procedures and acknowledgment of prior learning. Prior learning may be recognised by the award of a Statement of Attainment/s on demonstration of the competency claimed.

The modules for each stream are developed to show increasing sophistication in skill levels. A client may choose to exit the provision at any time, having received a Statement of Attainment for each completed module of each stream. Some clients will choose to complete only a selected sequence of modules to achieve a particular goal such as working to pass an entrance exam or mastering particular writing and reading skills. Others may complete Level 4 in one or more streams to prepare them for VCE, other will choose to complete the Certificate at one or both levels. Clients who choose to complete the Certificate of General Education for Adults (Foundation) may use the credential and its accompanying skills to gain access to vocational education and industry certificates.

The needs of the clients and the learning characteristics of the group will shape the delivery mode of the program: full time study, a range of part-time study options, small groups, workplace delivery, larger classes, supported self-study, distance learning, CML (computer managed learning). This variety in approach allows for individual differences and preferences in learning styles. The modular nature of the Framework and its flexibility as the basis of various curriculum and course approaches allow a provider to design a program that fits both the learning context and the needs of the client group in a range of settings within industry and education providers. The curriculum framework will be delivered by teachers/tutors/trainers who:

- have appropriate knowledge of the framework, its credentials and its implementation.
- participate in verification of assessments and moderation, organised by the Regional Council of Adult Community and Further Education or equivalent alternative arrangements.
- maintain appropriate student learning profile documentation to support claims for credentials during the conduct of the course.
- show evidence of appropriate teaching expertise.

## *4.5 Principle 5: Articulation*

*"Courses submitted for accreditation shall, where appropriate, provide information on the relationship of the course to other courses (ie how it articulates). Arrangements for credit transfer should be identified"*

The strength of the Certificates is that they are designed around an articulation model. Newly accredited courses seek to establish possible articulation links with existing courses in a variety of educational sectors. This facility aids the establishment of recognised pathways of study, recognises prior learning and reduces the possibility of duplication of study.

The very nature of the Framework suggests that there are numerous possibilities available to establish clear articulation linkages and identify credit transfer arrangements. This is the subject of a study being conducted on behalf of the Commonwealth by ACFEB. It is necessary, therefore, to use the available facility so that mutual arrangements between educational bodies can be formalised.

Preliminary research indicates that possibilities of

4.5 *continued ...*

credit transfer may exist with the National Communication Skills core modules and also with the core modules of the Certificate in Occupational Studies. To maintain flexible entry and exit points from the Framework, the recognition of credit must relate only to whole units of work or modules.

The Framework has been designed to provide articulation at several levels. It is expected that a client completing Levels 1 and 2 of the Framework would have the necessary skills to access a variety of industry certificates such as the Engineering Production Certificate or the Vehicle Industry Certificate. Completion of Level 4 of the Framework equips a student for entry to VCE or to further courses that do not require VCE for entry.

The possibility of integrating selected modules at levels 3 and 4 into vocational credentials is worthy of consideration. Consultation with competency standards bodies may indicate that this strategy could provide a potential solution to the offering of generic competencies within vocational training.

*Process for establishing credit transfer and articulation pathways*

State authorities and organisations should aim for consistent credit transfer arrangements. In Victoria once an agreed minimum level of credit is established between participating educational organisations, this should be passed by the appropriate Designated Provider and then published in statewide documents, handbooks and course materials.

The Designated Provider, where possible, should assist with the identification of relevant courses and the key competencies in the units where credit may be possible. Formalised recommendations for credit transfer into vocational education and training courses need to gain approval from the Designated Provider, the Office of Training and Further Education and the relevant Industry Training Boards.

In order for the full potential of articulation arrangements to be realised it is vital that all future reviews of TAFE curriculum should include consideration of the competency statements in the Victorian Adult English Language, Literacy and Numeracy Accreditation Framework.

### 4.6 *Principle 6: Customisation of Courses*

*"Courses submitted for accreditation must provide for customisation to meet the particular needs of clients and at the same time preserve the integrity of the course."*

The curriculum consists of a framework of generic skills in four streams developed over four levels. The competencies are equally valid and relevant to participants across industries and to those out of work. The Framework also provides maximum flexibility for clients to design a study sequence to suit their specific needs. Clients may choose to follow one or more streams to whatever level is appropriate for their learning pathways. Industry and enterprise-based delivery providers may choose to offer modules from streams that complement or enhance the content of their industry certificates. Likewise, educational organisations may offer chosen parts of the Framework to support client skills in other accredited courses. The inclusion of the General Curriculum Options stream allows a provider in a college, the community or the workplace to develop content that is specific to their concerns and the needs of their clients.

### 4.7 *Principle 7: Promote Access and Participation*

*"Courses submitted for accreditation should not limit access to the course on the basis of age, gender, social or educational background"*

Adult language, literacy and numeracy provision has always been available to clients classified as educationally disadvantaged. The entry standards of the Framework are minimal, requiring only

*4.7 continued...*

basic number, script and print awareness and minimal spoken English. Formal schooling or training are not prerequisites; therefore many people will be eligible for entry to the Framework, including early school leavers, mature age clients, women, people from Non-English Speaking Backgrounds, clients with disabilities, Koories, long term unemployed people, clients in corrective centres. The application of Recognition of Prior Learning principles ensures that clients receive credit for demonstrated competency in any module. See part 5.1 for further discussion.

The whole Framework is designed to support participants through the attainment of competencies. Assessment is integrated into the fabric of the curriculum, with a participant receiving multiple opportunities to demonstrate competence.

There is no specified syllabus to accompany the Framework. Learning materials that are relevant to the needs and learning styles of particular client groups are developed as necessary. The competencies remain consistent through a range of curriculum, but the content and teaching methodology used to deliver it will vary with the needs of the client group and the learning venue.

## *4.8 Principle 8: Appropriate Assessment of Participants*

*"Courses submitted for accreditation shall include assessment methods and demonstrate their appropriateness to the course."*

The credentials for the Certificates will not be externally assessed. Their award will be the result of internal assessment and moderation processes. As can be seen from the Framework competencies section of this document, the assessment examples emphasise the role of ongoing assessment as an integral part of the curriculum. The performance criteria for each learning outcome are clearly specified, providing clear guidelines for their assessment. Because the curriculum will vary with the needs of the learner group, the assessment tasks are developed to reflect the curriculum content and the learning context. The Range/Conditions specified with each competency also provide clear directions for the development of the assessment tasks.

Performance criteria and assessment examples are clearly identified for each learning outcome. Assessment in all streams of the Framework will be continuous and on-going with the client compiling a folder of work exemplifying the progress achieved. Assessment procedures are designed to be part of the learning process, affording the client multiple opportunities to meet the requirements for assessment at a given level.

Assessment methods will be accompanied by procedures within providers and across regions designed to promote and monitor reliability in interpretation and application of the competencies and their performance criteria. As this is an adult, community and further education credential, the responsibility for the overall administration of the system of appropriate awarding of credentials is the joint responsibility of the two boards: Adult, Community and Further Education Board and the State Training Board. The Boards will establish appropriate joint mechanisms to ensure quality control in the issuing of credentials. To this end, providers will sign an agreement to meet the following criteria:

- employ teachers/tutors/trainers who:
  - have appropriate knowledge of the Framework, its credentials and its implementation.
  - participate in verification of assessments and moderation, monitored by the Regional Council of Adult Community and Further Education or equivalent alternative arrangements.
  - maintain appropriate student learning profile documentation to support claims for credentials during the conduct of the course.

*4.8 continued ...*

- show evidence of appropriate teaching expertise.

- ensure teachers/tutors/trainers have access to professional development
- maintain student records regarding attainment of credentials that can be accessed by students for up to ten years
- use standard credential format
- communicate on an annual basis regarding issue of credentials, record keeping procedures and participation in moderation processes.

### *4.9 Principle 9: Ongoing Monitoring and Evaluation*

*"Courses submitted for accreditation shall identify monitoring and evaluation processes to be used."*

Formal and informal evaluation of the Framework has been an ongoing process since the development of the first streams three years ago. Evaluation from teachers and clients continues to give important feedback concerning teaching methods, curriculum and organisational factors. The mechanisms at provider and regional level that ensure the verification and consistency of assessments will also become the mechanism for Framework review and the eligibility of the provider to issue the credential.

An ongoing course monitoring and implementation committee will be set up by the General Studies Network Manager and the Program Support Standing Committee. Evaluation of and amendments to the Framework, curriculum planning and professional development needs will be also monitored on a regional level. They will be relayed to the General Studies Network Manager and the Program Support Standing Committee of the Adult, Community and Further Education Board.

The Framework will be reviewed in the context of the National Adult English Language, Literacy and Numeracy Framework when it is completed and verified.

## 5. ISSUES TO BE CONSIDERED WHEN USING THIS FRAMEWORK

### *5.1 Nominal Hours*

Each module of the Framework and Certificates has a nominal duration time of eighty hours. However, in judging the hours taken by a client to demonstrate competence in any of the areas covered in the Framework, a number of factors need to be considered:

- **individual client experience**. A client undertaking language, literacy and numeracy studies will not present at a consistent level within or between the streams or even the elements. For example within Reading and Writing, skills in the reading area are generally at a higher level than in the writing area. Therefore a client working at Module 5 writing skills may actually be demonstrating the reading skills of Module 3. Similarly, a client with considerable experience of Reading for Practical Purposes may demonstrate Module 3 competence, whereas Reading for Public Debate may be comparatively undeveloped. Recognition of Prior Learning thus acquires considerable importance even within a module.

5.1 *continued...*

- **individual client profile**. A proportion of clients accessing this Framework will view their learning experiences and abilities in a negative light, whatever their actual entry level may be. The process of ameliorating this attitude may be lengthy and the associated progress through the modules may also require considerable time. On the other hand, a client who exhibits the attitude of a successful learner may require fewer than the nominated hours to complete the module even without the benefit of Recognition of Prior Learning.

  Similarly, NESB clients who face the dual tasks of acquiring a new language and continuing their education may need more hours than those nominated to demonstrate competence.

- **the nature of language acquisition**. Language and literacy are by definition a combination of the macro-skills of reading, writing, speaking, listening and critical thinking. It is therefore impossible to deliver a reading and writing course that does not include elements of oral communication skills. A client who is gaining competence in Reading and Writing may simultaneously be acquiring skills in oral communication. Current research also indicates a pedagogical relationship between mathematical and numerical concepts and literacy skills development. Therefore, client progress across and within the streams may be interrelated.

- **individual course profile**. The module elements and streams may be delivered with emphasis on a particular domain to suit the context of the course. For example, a workplace numeracy class may focus on the attainment of mastery in measurement, using the other elements as back up for their primary focus. For ultimate transferability of skills, all elements need to be addressed but the emphasis may be altered to allow for maximum flexibility. Therefore students in a workplace numeracy class may achieve their stated goals in fewer hours than those in a wide ranging TAFE college class.

*Section 3*

# THE ACCREDITATION DOCUMENT - THE COMPETENCIES

# *Section 3*

# THE ACCREDITATION DOCUMENT - THE COMPETENCIES

## 1. HOW TO READ THE COMPETENCIES

### *What is competence?*

The term competence focuses attention on outcomes. It is about what people can do. A broad definition of competence recognises that performance is underpinned not only by skill, but also by knowledge and understanding.

Competence involves:

- the ability to perform in a given context
- the capacity to transfer knowledge and skills to new tasks and situations.

### *Definitions of Terms used in Competency Based Training Curriculum*

*Competency/Learning Outcome*

These terms both refer to what the learner will be able to do as a result of a learning experience. A competency should be demonstrable and assessable.

*Module*

A module is a specific learning segment, complete in itself, which deals with one or a number of aspects of learning at a given level of understanding or skill performance.

*Nominal Hours Duration*

Nominal hours per module are given at the start of each of the 16 modules in the Framework. These are intended to be used as a guide only for planning purposes and not as a definitive statement of the hours that should be taken to achieve any particular competency. The figure of 80 hours was decided on as a reflection of an average time taken by an average learner in an average course under optimum learning conditions. For more detailed comments, see "Issues to be Considered" (page 16) when using the Framework.

*Element*

An element is one specific segment within a competency. It is able to be assessed separately and is complete in itself, although this does not deny that there is considerable overlap among the elements within each stream and even across streams.

*Performance Criteria*

Performance criteria provide a guide to assessment and therefore should be observable. They specify what the learner is expected to do in the learning environment in order to demonstrate that they have gained and can apply the necessary knowledge and skills to achieve the related learning outcome.

*Range and Conditions*

The Range and Conditions specified for a competency should outline those conditions that will apply during the learning and assessment process. They may cover equipment, facilities, materials, availability of reference material and other specifications as appropriate.

# *Stream 1*

# READING & WRITING

| Self Expression | Practical Purposes | Knowledge | Public Debate |
|---|---|---|---|
| Module 4: Read and write at a level that displays more detailed technical knowledge and vocabularly and sophisticated language use, includes more objective and analytical processes, and is precisely structured and sustained in length. | | | |
| Write a longer narrative, recount or piece of creative/imaginative/expressive writing<br><br>Demonstrate that meaning has been gained from reading a more complex, sustained narrative or literary text | Write a more complex text on unfamiliar processes<br><br>Demonstrate that meaning has been gained from reading a complex practical text that describes an unfamiliar procedure | Write an informative, explanatory or academic report<br><br>Demonstrate that meaning has been gained from reading a reference or informative text that is complex in presentation and content | Write a reasoned argumentative text<br><br>Demonstrate that meaning has been gained from reading a complex persuasive text |
| Module 3: Read and write at a level that displays emerging technical knowledge and vocabulary, a developing personal style, increasing complexity in language use and a growing capacity to sustain longer pieces of work. | | | |
| Write a short text about less immediate aspects of personal life and experience<br><br>Demonstrate that meaning has been gained from reading a more complex narrative or literary text of at least one page in length | Write a more complex procedural text<br><br>Demonstrate that meaning has been gained from reading a more complex practical text that describes an unfamiliar procedure | Write an informative or explanatory report<br><br>Demonstrate that meaning has been gained from reading a reference or informative text on an unfamiliar topic | Write an argumentative text that justifies an opinion<br><br>Demonstrate that meaning has been gained from reading a persuasive text on an abstract topic |
| Module 2: Read and write at a level no longer entirely concrete nor only related to personal experience but starting to show some diversity in organisation and style | | | |
| Write a paragraph which describes personal routines and familiar situations<br><br>Demonstrate that meaning has been gained from reading a simple, less familiar narrative or literary text | Write a short procedural sequence in a familiar format<br><br>Demonstrate that meaning has been gained from reading a practical text that describes a familiar procedure | Write a short well-organised report on one subject<br><br>Demonstrate that meaning has been gained from reading a short reference or informative text on a mostly familiar topic | Write a simple argument expressing a point of view on a matter of personal interest<br><br>Demonstrate that meaning has been gained from reading a short persuasive text on a familiar topic |
| Module 1: Read and write a concrete text that is related to personal experience or the familiar, and is short and rudimentary in format and style | | | |
| Write one or two sentences recounting a simple personal activity, idea or experience<br><br>Demonstrate that meaning has been gained from reading a simple narrative or literary text | Write a simple practical text of 1-2 sentences<br><br>Demonstrate that meaning has been gained from reading a simple familiar practical text | Write several facts about a familiar or personal subject<br><br>Demonstrate that meaning has been gained from reading a simple reference or informative text | Write a statement of opinion on a familiar matter<br><br>Demonstrate that meaning has been gained from reading a simple persuasive text |

READING AND WRITING — MODULE 1

*COMPETENCY LEVEL 1:*
Read and write a concrete text that is related to personal experience or the familiar, and is short and rudimentary in format and style.

*NOMINAL DURATION:*
80 Hours

*Element 1.1:* *Writing for Self Expression*

Write one or two sentences recounting a simple personal activity, idea or experience

*Performance Criteria:*

1. Document a single familiar activity, idea or experience
2. Express a here-and-now personal perspective
3. Arrange a recount in simple logical order
4. Write 1 - 2 sentences
5. Spell with uneven accuracy
6. Use standard grammar unevenly

*Range/Conditions:*

1. Familiar subject matter related to personal life and meaning
2. Use of dictionary of own choice

*Examples of texts:*

stories, poetry, autobiographies, diaries, journals, plays, myths and legends, creative writing, greeting cards, interviews (magazines, TV, radio), TV soapies, films ("real life" documentaries, biographies)

*Examples of assessment tasks:*

- Write a description of your family, house or job
- Write a postcard to a friend while you are on holidays

*Element 1.2: Writing for Practical Purposes*

Write a simple practical text of 1 - 2 sentences

*Performance Criteria:*

1. Describe familiar procedures in everyday terms
2. Refer to the process/ingredients/steps in general terms
3. Write 1-2 sentences
4. Spell with uneven accuracy
5. Use standard grammar unevenly

*Range/Conditions:*

1. Topics connected with the workplace, bureaucracy or domestic organisation
2. Familiar procedure
3. Use of concrete materials to write text
4. Use dictionary of choice

*Examples of texts:*

instruction sheets, manuals, forms, business letters, job descriptions, minutes, notes, workplace bulletins and noticeboards, policy statements, government brochures, charts and graphs

*Examples of assessment tasks:*

- Complete the personal information on a simple form, such as a competition form or library enrolment form
- Write a note giving instructions for someone who is coming to your house

*Element 1.3:* *Writing for Knowledge*

Write several facts about a familiar or personal subject

*Performance Criteria:*

1. Present 1 or 2 items of familiar information in everyday commonplace language
2. Use third person to convey a tone of formality
3. Use mostly simple sentences in the present tense to convey objective information about features and happenings
4. Produce 1 or 2 descriptive or explanatory sentences
5. Spell with uneven accuracy
6. Use standard grammar unevenly

*Range Conditions:*

1. Subject matter related to science, the humanities, technology or other areas of study
2. Use of dictionary of own choice

*Examples of texts:*

textbooks, non-fiction interest books, information sheets, dictionary, encyclopaedia, subject reference books, specialist magazines, feature articles, documentaries

*Examples of assessment tasks:*

- Write a brief statement on a subject area you know something about
- Write a one line summary of a television documentary program you have seen

*Element 1.4:* *Writing for Public Debate*

Write a statement of opinion on a familiar matter

*Performance Criteria:*

1. Express a personal point of view on a familiar matter
2. Express a statement, not proof, of an opinion
3. Express point of view unconditionally
4. Write 1 or 2 sentences
5. Uneven accuracy of spelling
6. Uneven use of standard grammar

*Range/Conditions:*

1. Subject matter deals with familiar public affairs
2. Use of dictionary of own choice

*Examples of texts:*

articles by newspaper columnists, Letters to the Editor, editorials, policy documents, publicity material, pressure group materials, current affairs programs, Parliament, courtrooms, protest speeches, political speeches, rallies, newspapers

*Examples of assessment tasks:*

- Write your point of view on an item of interest from today's newspaper
- Express in one sentence your view of a current TV advertisement

*Element 1.5: Reading for Self Expression*

Demonstrate that meaning has been gained from reading a simple narrative or literary text

*Performance Criteria:*

1. Use a variety of word attack skills, apart from simple phonic attack
2. Express graphically or verbally what the story or piece is generally about
3. Identify particular details about the characters, events or setting
4. Relate content to own prior knowledge of the subject
5. Express an opinion on the presentation or content of the text

*Range/Conditions:*

The narrative or literary text at this level:

1. will present recognisable people, setting or events in everyday words
2. may rely on well-placed, complementary illustrations
3. will use simple, predictable sentence structures
4. will have a simple story shape at least 1 to 3 sentences long

Access to a dictionary

*Examples of texts:*

stories, poetry, autobiographies, diaries, journals, plays, myths and legends, creative writing, greeting cards, interviews (magazines, TV, radio), TV soapies, films ("real life" documentaries, biographies)

*Examples of assessment tasks:*

- Draw a timeline for the sequence of events in a simple adventure story
- Choose a character from a narrative and find 5 adjectives to describe the sort of person they are

### *Element 1.6: Reading for Practical Purposes*

Demonstrate that meaning has been gained from reading a simple familiar practical text

*Performance Criteria:*

1. Identify the purpose of the text from graphics and layout
2. Recall prior knowledge of the subject
3. Identify each word
4. Perform the task described, or determine if more information is needed
5. Express a general opinion on the presentation and the subject matter

*Range/Conditions:*

At this level, a simple practical text:

1. will describe familiar procedures in everyday words
2. will emphasise the separate steps in the process in a relatively informal tone
3. may include clearly drawn, suitably placed diagrams
4. will use at least single words or 1-3 short simple sentences
5. will be a rudimentary set of instructions or procedures

Use of a dictionary of choice

*Examples of texts:*

instruction sheets, manuals, forms, business letters, job descriptions, minutes, notes, workplace bulletins and noticeboards, policy statements, government brochures, charts and graphs

*Examples of assessment tasks:*

- Sequence clearly a jumbled set of simple instructions 3 or 4 lines long
- Using a street directory, show how you get from A to B in your own area
- Relate in your own words the process described in a simple flow chart

*Element 1.7:* ***Reading for Knowledge***

Demonstrate that meaning has been gained from reading a simple reference or informative text

*Performance Criteria:*

1. Identify the main point
2. Locate one -word specific information
3. Recall prior knowledge on the topic
4. Express a general opinion on the presentation or the subject matter

*Range/Conditions:*

At this level, an informative text:
1. deals with a familiar topic in everyday language
2. is relatively informal in tone
3. contains simple graphic aids or illustrations
4. is composed of simple sentences
5. is an objectively presented simple introduction to a topic at least 1-3 sentences long

Use of a dictionary of choice

*Examples of texts:*

textbooks, non-fiction interest books, information sheets, dictionary, encyclopaedia, subject reference books, specialist magazines, feature articles, documentaries

*Examples of assessment tasks:*

- Locate and explain the major headings of a text
- Identify the purpose of the graphics of a well-constructed text

*Element 1.8:* *Reading for Public Debate*

Demonstrate that meaning has been gained from reading a simple persuasive text

*Performance Criteria:*

1. Identify the point of view presented
2. Identify any reasons given to justify the point of view
3. Recall any prior knowledge of the subject matter
4. Express an opinion on the strength or weakness of the position put, providing one simple valid reason for this assessment
5. Express own general viewpoint on the matter

*Range/Conditions:*

At this level, a persuasive text:

1. is concerned with a familiar topic and presented in strong everyday language
2. is conversational and straightforward in tone
3. may include a supportive or blatant image that confirms the language
4. consists of single words or simple sentences structured to persuade
5. is an expression of opinion, at least 1 to 3 sentences long

Use of a dictionary of choice

*Examples of texts:*

articles by newspaper columnists, Letters to the Editor, editorials, policy documents, publicity material, pressure group materials, current affairs programs, Parliament, courtrooms, protest speeches, political speeches, rallies, newspapers

*Examples of assessment tasks:*

- Specify the basic purpose of a pamphlet from your letter box
- Complete a cloze exercise on a brief written summary of a current affairs program you have watched in class

READING AND WRITING — MODULE 2

*COMPETENCY LEVEL 2:*

Read and write at a level no longer entirely concrete nor only related to personal experience but starting to show some diversity in organisation and style

*NOMINAL DURATION:*

80 Hours

*Element 2.1:* *Writing for Self Expression*

Write a paragraph which describes personal routines and familiar situations

*Performance Criteria:*

1. Combine 2 - 4 personally familiar events, ideas or experiences
2. Refer to some external factors, including other times and places
3. Use pronouns correctly
4. Use descriptive details about contexts and thoughts considered unfamiliar to the reader
5. Write a coherent paragraph linked by language devices of time
6. Spell with spasmodic accuracy
7. Use standard grammar spasmodically

*Range/Conditions:*

1. Familiar subject matter related to personal life and meaning
2. Use of dictionary of own choice

*Examples of texts:*

stories, poetry, autobiographies, diaries, journals, plays, myths and legends, creative writing, greeting cards, interviews (magazines, TV, radio), TV soapies, films ("real life" documentaries, biographies)

*Examples of assessment tasks:*

- Write a short job history as part of a job application letter
- Write about one highlight of your weekend

*Element 2.2:* *Writing for Practical Purposes*

Write a short procedural sequence in a familiar format

*Performance Criteria:*

1. Describe a process clearly in accepted instruction format
2. Provide specific factual description (eg shape, size, colour, amount) about the ingredients, utensils and/or procedures
3. Create an orderly sequence through the use of headings, lists and linking words to do with time
4. Spell with spasmodic accuracy
5. Use standard grammar spasmodically

*Range/Conditions:*

1. Topics connected with the workplace, bureaucracy or domestic organisation
2. Familiar procedure
3. Use of dictionary of own choice

*Examples of texts:*

instruction sheets, manuals, forms, business letters, job descriptions, minutes, notes, workplace bulletins and noticeboards, policy statements, government brochures, charts and graphs

*Examples of assessment tasks:*

- Write simple instructions of who to contact in case of a problem in your absence
- Complete a Telecom application form

*Element 2.3:* *Writing for Knowledge*

Write a short well-organised report on one subject

*Performance Criteria:*

1. Present information in the neutral tone of a researcher/reporter
2. Organise several items of factual information or explanation on one topic
3. Use some technical language
4. Use mainly active verbs for explanation and description of processes, events and procedures
5. Start with an initial general statement followed by description or explanation
6. Order the information by the cause and effect or classification connections
7. Write a paragraph
8. Spell with spasmodic accuracy
9. Use standard grammar spasmodically

*Range/Conditions:*

1. Subject matter related to science, the humanities, technology or other areas of study
2. Use of dictionary and thesaurus of own choice

*Examples of texts:*

textbooks, non-fiction interest books, information sheets, dictionary, encyclopaedia, subject reference books, specialist magazines, feature articles, documentaries

*Examples of assessment tasks:*

- Write a short report for the school newsletter on the family support services offered by your local council
- Write a short report on the history of your suburb or workplace

*Element 2.4:* *Writing for Public Debate*

Write a simple argument expressing a point of view on a matter of personal interest

*Performance Criteria:*

1. Offer evidence for the point of view on the basis of personal and popular knowledge
2. Organise the paragraph into a main point followed by a reason
3. Link two pieces of information logically through the use of simple cause and effect conjunctions
4. Appeal to the emotions through exclamations and emotive words
5. Write a coherent paragraph
6. Spell with spasmodic accuracy
7. Use standard grammar with spasmodic accuracy

*Range/Conditions:*

1. Subject matter concerned with public affairs
2. Use of dictionary and thesaurus of choice

*Examples of texts:*

articles by newspaper columnists, Letters to the Editor, editorials, policy documents, publicity material, pressure group materials, current affairs programs, Parliament, courtrooms, protest speeches, political speeches, rallies, newspapers

*Examples of assessment tasks:*

- Write an advertisement for a local literacy program encouraging others to come along
- Write one paragraph expressing your opinion on an issue such as: immigration, taxation, unemployment

*Element 2.5:* *Reading for Self Expression*

Demonstrate that meaning has been gained from reading a simple, less familiar narrative or literary text

*Performance Criteria:*

1. Identify the main point and the general flow of the story or piece
2. Locate key descriptive details
3. Link content to prior knowledge or experiences, with similar stories or literary texts
4. Express an opinion on particular characters or the story as a whole

*Range/Conditions:*

1. Use of dictionary of choice
2. A narrative or literary text at this level:
   - will present mostly familiar characters, setting or events in mostly everyday language
   - will have more than one clearly indicated voice or perspective
   - may contain related illustrations
   - will use a variety of sentences linked by conjunctions of time to create a simple chronological sequence
   - will have the structure of a story at least a paragraph long

*Examples of texts:*

stories, poetry, autobiographies, diaries, journals, plays, myths and legends, creative writing, greeting cards, interviews (magazines, TV, radio), TV soapies, films ("real life" documentaries, biographies)

*Examples of assessment tasks:*

- Retell a short narrative text
- Bring the lyrics of 2 love songs you like and talk about their similarities and differences

*Element 2.6:* *Reading for Practical Purposes*

Demonstrate that meaning has been gained from reading a practical text that describes a familiar procedure

*Performance Criteria:*

1. Identify the purpose of the text from the layout, headings and graphics
2. Explain the few unknown words
3. Locate specific details
4. Interpret the content in the light of prior knowledge on the matter
5. Perform the task described, or explain what information, if more, is needed
6. Differentiate between the description of the technique or task and any other messages conveyed by the text

*Range/Conditions:*

1. Use of dictionary of choice
2. At this level, a practical text:
   - will describe familiar procedures in mostly everyday words
   - will address the reader with some formality
   - may include a number of graphic features
   - will use more than one sentence type, such as one word lists and simple sentences in the imperative
   - will be a familiar instructional type, perhaps with heading and sub-headings, at least one paragraph in length

*Examples of texts:*

instruction sheets, manuals, forms, business letters, job descriptions, minutes, notes, workplace bulletins and noticeboards, policy statements, government brochures, charts and graphs

*Examples of assessment tasks:*

- Operate a variety of Automatic Teller machines and comment on how easy they are to use
- Carry out a procedure shown as a mixture of symbols, graphics and simple language and comment on the clarity of the instructions, such as clearing a photocopy machine

*Element 2.7:* *Reading for Knowledge*

Demonstrate that meaning has been gained from reading a short reference or informative text on a mostly familiar topic

*Performance Criteria:*

1. Identify the particular genre
2. Identify the key sentences, often opening and closing ones, that summarise the single main point
3. Differentiate between generalisations and specific features or examples
4. Combine content with prior knowledge on the subject
5. Identify any overtly expressed opinions

*Range/Conditions:*

1. Use of dictionary of choice
2. At this level, a reference or informative text:
   - will deal mostly with a familiar topic in mostly everyday language
   - is completely in the formal tone of the third person
   - will contain different types of images
   - describes relationships between events, phenomena or ideas sequentially
   - is an information text that is organised around "objective" description, classification or explanation at least one paragraph long

*Examples of texts:*

textbooks, non-fiction interest books, information sheets, dictionary, encyclopaedia, subject reference books, specialist magazines, feature articles, documentaries

*Examples of assessment tasks:*

- Retell the main idea of a short factual magazine article on health
- Read the classified advertisements in a familiar area, such as cars, hobbies, pets and identify a good buy

*Element 2.8:* *Reading for Public Debate*

Demonstrate that meaning has been gained from reading a short persuasive text on a familiar topic

*Performance Criteria:*

1. Identify the purpose of the text
2. Differentiate between the idea proposed and the evidence offered
3. Compare the content to prior knowledge of the subject matter
4. Identify examples of any persuasive devices used, and for what effect
5. Evaluate as a persuasive piece

*Range/Conditions:*

1. Use of dictionary of choice
2. At this level, a persuasive text:
   - features a familiar social or personal topic in mostly familiar language
   - has a touch of formality and fervour about it
   - may include images that add new information
   - hinges on the words and phrases that link the ideas and the power of the evidence
   - is structured to provide both viewpoint and evidence, at least a paragraph long

*Examples of texts:*

articles by newspaper columnists, Letters to the Editor, editorials, policy documents, publicity material, pressure group materials, current affairs programs, Parliament, courtrooms, protest speeches, political speeches, rallies, newspapers

*Examples of assessment tasks:*

- Comment on a short newspaper article on a current issue
- Gather publicity material from your letter box. Look at 3 non-catalogue pieces and work out what they seek to persuade you to do

*COMPETENCY LEVEL 3:*
Read and write at a level that displays emerging technical knowledge and vocabulary, a developing personal style, increasing complexity in language use and a growing capacity to sustain longer pieces of work

*NOMINAL DURATION:*
80 Hours

*Element 3.1:* *Writing for Self Expression*

Write a short text about less immediate aspects of personal life and experience

*Performance Criteria:*

1. Combine 3 or more external ideas and experiences
2. Acknowledge at least one other point of view
3. Connect assessment views and experiences, the action and/or characters to more general ideas
4. Sequence several paragraphs coherently
5. Focus on the topic
6. Spell with considerable accuracy
7. Use standard grammar with considerable accuracy

*Range/Conditions:*

1. Subject matter related to personal life and meaning
2. Use of dictionary and thesaurus

*Examples of texts:*

stories, poetry, autobiographies, diaries, journals, plays, myths and legends, creative writing, greeting cards, interviews (magazines, TV, radio), TV soapies, films ("real life" documentaries, biographies)

*Examples of assessment tasks:*

- Write an account of something exciting that happened to someone you know
- Write a week's story outline for a popular soap opera

*Element 3.2:* *Writing for Practical Purposes*

Write a more complex procedural text

*Performance Criteria:*

1. Demonstrate possible appropriate variations in layout and language
2. Use a variety of tones from formal to informal as appropriate for audience
3. Produce quite detailed factual description of both the materials and the process
4. Give special attention to details of position and sequence
5. Sequence logically and/or chronologically
6. Spell with considerable accuracy
7. Use standard grammar with considerable accuracy

*Range/Conditions:*

1. Topics connected with the workplace, bureaucracy or 9

domestic organisation
2. Use of dictionary and thesaurus

*Examples of texts:*

instruction sheets, manuals, forms, business letters, job descriptions, minutes, notes, workplace bulletins and noticeboards, policy statements, government brochures, charts and graphs

*Examples of assessment tasks:*

- Write out for a friend a complete recipe for something you know how to cook but they know nothing about
- Write an incident report on a machinery failure

*Element 3.3:* *Writing for Knowledge*

Write an informative or explanatory report

*Performance Criteria:*

1. Classify different parts or topics of a knowledge area in relation to each other
2. Create a formal tone by using and defining abstract and technical terms appropriate to the discipline or subject
3. Attempt to condense ideas, processes, descriptions and/or explanations into abstract nouns
4. Sequence facts/explanations into an orderly system
5. Introduce paragraphs with a topic sentence
6. Spell with considerable accuracy
7. Use standard grammar with considerable accuracy

*Range/Conditions:*

1. Subject matter related to science, the humanities, technology or other areas of study
2. Use of dictionary and thesaurus of own choice

*Examples of texts:*

textbooks, non-fiction interest books, information sheets, dictionary, encyclopaedia, subject reference books, specialist magazines, feature articles, documentaries

*Examples of assessment tasks:*

- Write a report on Council services in your area for a new residents' newsletter
- Write a report on how Occupational Health and Safety practices have developed in your workplace

*Element 3.4:* *Writing for Public Debate*

Write an argumentative text that justifies an opinion

*Performance Criteria:*

1. Analyse a personally relevant social or public issue
2. Identify two sides and avoid sweeping one-sided emotive generalisations
3. Express argument through linking ideas and information logically
4. Use sequence to show statement of issue, presentation of at least two reasons and summing up
5. Write several paragraphs
6. Spell with considerable accuracy
7. Use standard grammar with considerable accuracy

*Range/Conditions:*

1. Subject matter is concerned with public affairs
2. Use of dictionary and thesaurus of choice

*Examples of texts:*

articles by newspaper columnists, Letters to the Editor, editorials, policy documents, publicity material, pressure group materials, current affairs programs, Parliament, courtrooms, protest speeches, political speeches, rallies, newspapers

*Examples of assessment tasks:*

- Write a Letter to the Editor on an issue of current local interest
- Write a short essay on an issue of public interest, such as compulsory voting, the road toll, violence on television

*Element 3.5: Reading for Self Expression*

Demonstrate that meaning has been gained from reading a more complex narrative or literary text of at least one page in length

*Performance Criteria:*

1. Identify and describe the main stages in the piece
2. Locate and explain the implicit meaning of key words and phrases
3. Determine the purpose and message of the piece
4. Detect examples of the techniques used to achieve this end
5. Contrast with known comparable texts

*Range/Conditions:*

1. Use of dictionary of choice
2. At this level a narrative or literary piece:
   - will introduce ideas or people or settings from unfamiliar times or places
   - will contain some unknown vocabulary
   - will include changes in voice or tone that may not be clearly signalled
   - may contain illustrations that add to rather than illustrate the text
   - will use a variety of sentence structures and tenses, not necessarily presenting a strict chronological order
   - will have a familiar recount or literary structure at least a page in length

*Examples of texts:*

stories, poetry, autobiographies, diaries, journals, plays, myths and legends, creative writing, greeting cards, interviews (magazines, TV, radio), TV soapies, films ("real life" documentaries, biographies)

*Examples of assessment tasks:*

- Read a narrative or other literary text and describe how the theme or message is developed in the stages of the plot
- Give a personal response to a text

*Element 3.6:* *Reading for Practical Purposes*

Demonstrate that meaning has been gained from reading a more complex practical text that describes an unfamiliar procedure

*Performance Criteria:*

1. Identify the purpose of the text from the layout, headings, graphics and skimming of the text
2. Explain the meaning of key words and phrases and new technical words
3. Perform the task or process described
4. Evaluate the effectiveness of the text as an instruction-giver

*Range/Conditions:*

1. Use of dictionary of choice
2. At this level, a practical text:
   - will describe unfamiliar procedures in a vocabulary that contains some technical terms
   - may include complex graphic material
   - may contain information or interpretations that distract from the task or process
   - will contain sentences that emphasise detail, position and sequence
   - will be organised into at least 3 different textual chunks, at least half a page long overall

*Examples of texts:*

instruction sheets, manuals, forms, business letters, job descriptions, minutes, notes, workplace bulletins and noticeboards, policy statements, government brochures, charts and graphs

*Examples of assessment tasks:*

- Read appliance or product usage instructions and carry out given fault finding procedure
- Explain a diagram accompanied by supporting text

*Element 3.7: Reading for Knowledge*

Demonstrate that meaning has been gained from reading a reference or informative text on an unfamiliar topic

*Performance Criteria:*

1. Identify the main points or ideas presented
2. Identify the language devices that link the ideas
3. Explain the meaning of key words and phrases
4. Identify missing, misleading or questionable information, evidence, sequence or examples
5. Describe the world view conveyed explicitly or implicitly in the text
6. Describe the relationship between the knowledge presented in the text and prior knowledge

*Range/Conditions:*

1. Use of dictionary of choice
2. At this level, a reference or informative text:
   - contains abstractions and specialist knowledge and terms (including abbreviations)
   - is distant and impersonal in tone
   - may rely on technical drawings or concept maps to convey some of the information
   - uses language patterns that define, describe, explain, categorise or classify
   - may be organised in a variety of formats, from dictionaries to reports and subject specific text books, at least one page long

*Examples of texts:*

textbooks, non-fiction interest books, information sheets, dictionary, encyclopaedia, subject reference books, specialist magazines, feature articles, documentaries

*Examples of assessment tasks:*

- Read an article in a specialist magazine, such as Australian Geographic, Your Garden or Wild Magazine and write a short summary of the key points and their value within the text
- Construct a mind map or flow chart showing the relationship between ideas in a short chapter on a topic of scientific or historical interest

*Element 3.8:* *Reading for Public Debate*

Demonstrate that meaning has been gained from reading a persuasive text on an abstract topic

*Performance Criteria:*

1. Describe the stages in the development of the argument
2. Identify the key ideas and supporting evidence or examples
3. Evaluate the appropriateness and/or relevance of the evidence
4. Explain the meaning of key words and phrases
5. Analyse the strengths and weaknesses in the text
6. Compare the stance conveyed by the text and the reader's own position

*Range/Conditions:*

1. Use of dictionary of own choice
2. At this level, a persuasive text:
   - features abstract concepts and principles
   - conveys a tone of indisputable reasonableness
   - may include images with mixed messages
   - uses language to make logical connections and inferences
   - may be a discussion of "pros" and "cons" or an argument for one point of view, at least 3 paragraphs long

*Examples of texts:*

articles by newspaper columnists, Letters to the Editor, editorials, policy documents, publicity material, pressure group materials, current affairs programs, Parliament, courtrooms, protest speeches, political speeches, rallies, newspapers

*Examples of assessment tasks:*

- Identify the writer's point of view and reasons in a press release from a community action group, such as the Australian Conservation Foundation, the Right to Life group
- In a newspaper article offering at least two points of view, identify facts and opinions

READING AND WRITING — MODULE 4

*COMPETENCY LEVEL 4:*
Read and write at a level that displays more detailed technical knowledge and vocabularly and sophisticated language use, includes more objective and analytical processes and is precisely structured and sustained in length

*NOMINAL DURATION:*
80 Hours

READING AND WRITING — MODULE 4

*Element 4.1: Writing for Self Expression*

Write a longer narrative, recount or piece of creative/imaginative/expressive writing

*Performance Criteria:*

1. Use a range of topics, beliefs, issues and experiences, both personal and imaginative
2. Incorporate a range of values and perspectives, not all supportive of the writer's own view
3. Use literary devices and descriptions of character and atmosphere to locate people and events in time and space, to convey feelings and to infer attitudes
4. Use syntactic techniques appropriately to convey shades of meaning
5. Spell with a high degree of accuracy

*Range/Conditions:*

1. Subject matter related to personal life and meaning
2. Use of dictionary and thesaurus

*Examples of texts:*

stories, poetry, autobiographies, diaries, journals, plays, myths and legends, creative writing, greeting cards, interviews (magazines, TV, radio), TV soapies, films ("real life" documentaries, biographies)

*Examples of assessment tasks:*

- Write a short autobiography or biography of someone you know
- Interview a group of people on a common theme for a local newspaper and recount their experiences

*Element 4.2:* *Writing for Practical Purposes*

Write a more complex text on unfamiliar processes

*Performance Criteria:*

1. Use specialist technical knowledge
2. Use layout features of different instructional text types
3. Use clear precise instructions that are supported by a commentary on the features of special note (eg usefulness, danger)
4. Sequence logically by subdividing each stage into headings, sub-headings and numbers
5. Use well-chosen, well- placed diagrams
6. Spell with high degree of accuracy

*Range/Conditions:*

1. Topics connected with the workplace, bureaucracy or domestic organisation
2. Use of dictionary and thesaurus

*Examples of texts:*

instruction sheets, manuals, forms, business letters, job descriptions, minutes, notes, workplace bulletins and noticeboards, policy statements, government brochures, charts and graphs

*Examples of assessment tasks:*

- Write a simple position description for your own job or one you know well
- Rewrite a manual in plain English

*Element 4.3: Writing for Knowledge*

Write an informative, explanatory or academic report

*Performance Criteria:*

1. Organise a range of concepts and facts within a specialist field of knowledge
2. Present a range of definitions or viewpoints objectively
3. Employ dense sentences containing a number of abstract concepts
4. Organise paragraphs into a coherent system or account by using linking devices that demonstrate conceptual connections and/or causal relationships
5. Spell with a high degree of accuracy

*Range Conditions:*

1. Subject matter related to science, the humanities, technology or other areas of study
2. Use of a dictionary and thesaurus of choice

*Examples of texts:*

textbooks, non-fiction interest books, information sheets, dictionary, encyclopaedia, subject reference books, specialist magazines, feature articles, documentaries

*Examples of assessment tasks:*

- Write an essay on an aspect of a subject area using factual information from a variety of sources
- Compare, contrast and evaluate at least 2 approaches to an issue within a subject area

*Element 4.4: Writing for Public Debate*

Write a reasoned argumentative text

*Performance Criteria:*

1. Address abstract social concepts, issues or values of public concern
2. Analyse alternative evidence as well as the writer's own qualified position
3. Use evidence, references and quotes
4. Organise main ideas into a persuasive logical whole through the use of connective devices associated with reasoning
5. Structure writing to move from introduction, to presentation of several forms of evidence and/or points of view, to a summarising conclusion
6. Write a page or more
7. Spell with a high degree of accuracy

*Range/Conditions:*

1. Subject matter concerned with public affairs
2. Use of dictionary and thesaurus of choice

*Examples of texts:*

articles by newspaper columnists, Letters to the Editor, editorials, policy documents, publicity material, pressure group materials, current affairs programs, Parliament, courtrooms, protest speeches, political speeches, rallies, newspapers

*Examples of assessment tasks:*

- Write an argumentative essay on an issue of public interest such as abortion, capital punishment, compulsory unionism
- Research and write an article for a local or student newspaper on a complex issue of local concern, presenting alternative views and conclusions

*Element 4.5: Reading for Self expression*

Demonstrate that meaning has been gained from reading a more complex, sustained narrative or literary text

*Performance Criteria:*

1. Describe the feelings, beliefs and reactions of the characters
2. Summarise the structure and flow of the text
3. Identify the most significant information, including inferred ideas, by pointing to evidence in the text
4. Review own prior knowledge or thoughts about the genre or subject matter
5. Identify and examine the fundamental point of view shaping the text
6. Formulate and argue a personal opinion on the format chosen and the ideas/values expressed

*Range/Conditions:*

1. Use of dictionary of own choice
2. At this level, a narrative or literary text:
   - will introduce a wide range of possibly unfamiliar concepts, characters, places, events and/or ideas in precise, detailed or abstract language
   - will have some formality and diversity of tone
   - will have some meanings implied
   - may feature no illustrations or use ambiguous ones
   - will sequence the chronology through complex sentence structures
   - may rely on literary devices or the use of abstractions
   - will be a variation on a familiar literary shape or a complex version of that type, usually over one page in length

*Examples of texts:*

stories, poetry, autobiographies, diaries, journals, plays, myths and legends, creative writing, greeting cards, interviews (magazines, TV, radio), TV soapies, films ("real life" documentaries, biographies)

*Examples of assessment tasks:*

- Read a novel or non fiction narrative. Review the text for the class, reporting on the main features and themes of the text. Give and justify your personal response.
- Compare and contrast at least 2 texts dealing with a similar theme

*Element 4.6:* *Reading for Practical Purposes*

Demonstrate that meaning has been gained from reading a complex practical text that describes an unfamiliar procedure

*Performance Criteria:*

1. Identify the primary purpose of the text from the layout, headings, graphics and skimming the whole text
2. Identify key stages in the sequence
3. Identify the other most significant parts of the text
4. Follow the instructions and/or perform the task described accurately and completely
5. Differentiate between instruction and interpretation
6. Identify any shortcomings or misleading information in the text
7. Identify and evaluate the point of view stated, implied or inferred by the text
8. Relate own prior knowledge and techniques of this matter and genre to the text

*Range/Conditions:*

1. Use of dictionary of choice
2. At this level, a practical text:
   - will contain some unfamiliar ideas, specialist knowledge and technical language
   - embody a range of tones
   - may include related topical information and/or a commentary as well as the instructions
   - may include ill-placed and/or highly complex diagrams
   - will use a range of sentence structures
   - will be a complex example of its type, both in layout and detail, or one with numerous distractions, at least one page in length

*Examples of texts:*

instruction sheets, manuals, forms, business letters, job descriptions, minutes, notes, workplace bulletins and noticeboards, policy statements, government brochures, charts and graphs

*Examples of assessment tasks:*

- Plan a route for a holiday using maps such as RACV Guides and two sorts of transport timetables. Justify your choices
- Read a manual and program a video cassette recorder to record two programs in advance
- Read a position description. Identify and describe the key requirements in your own words

*Element 4.7: Reading for Knowledge*

Demonstrate that meaning has been gained from reading a reference or informative text that is complex in presentation and content

*Performance Criteria:*

1. Identify the main idea, the subordinate ideas and the examples given
2. Identify and describe the nature of the conceptual relationship within the text, e.g. whether cause- and-effect, problem-solution, or a system of classification
3. Extract information relevant to a given research task
4. Employ any features such as bibliographies or footnotes for tracking down extra information
5. Differentiate between data and interpretation
6. Analyse the conclusions reached
7. Review and rearrange prior knowledge of the subject and genre

*Range/Conditions:*

1. Use of dictionary of own choice
2. At this level, a reference or informative text:
   - contains detailed descriptions and some unfamiliar information in specialised language
   - is written as if it is a neutral presentation
   - may involve bibliographies, footnotes, glossary, technical maps, charts or graphic representations
   - is constructed from complex sentence and paragraph structures, featuring abstract nouns
   - is a very dense abbreviated entry, a report or subject-specific text, at least one page in length, that carries its explanation over several paragraphs

*Examples of texts:*

textbooks, non-fiction interest books, information sheets, dictionary, encyclopaedia, subject reference books, specialist magazines, feature articles, documentaries

*Examples of assessment tasks:*

- Read an employee induction kit. Identify and describe in your own words the 5 most important items from the company point of view
- Write about Melbourne from historical, political and environmental perspectives

*Element 4.8: Reading for Public Debate*

Demonstrate that meaning has been gained from reading a complex persuasive text

*Performance Criteria:*

1. Identify the fundamental purpose of the text
2. Describe the nature, structure and flow of the argument
3. Name, list and evaluate the reasons and evidence given (relevant/irrelevant, logical/illogical, valid/invalid, true/untrue)
4. Evaluate the overall effectiveness of the text
5. Describe the underlying values system implicit in the text
6. Describe its relationship to and re-arrangement of reader's prior knowledge of and position on, the subject matter and genre

*Range/Conditions:*

1. Use of dictionary of choice
2. At this level, a persuasive text:
   - introduces both familiar and unfamiliar concepts, ideas and language
   - is seriously formal or ambiguous in tone
   - may include images that emanate subtle or subliminal messages
   - consists of complex sentence and paragraph structures in which the ideas and evidence are both explicit and implicit
   - is a highly structured piece of argument, at least one page long or of a particularly intense density that may be quite short

*Examples of texts:*

articles by newspaper columnists, Letters to the Editor, editorials, policy documents, publicity material, pressure group materials, current affairs programs, Parliament, courtrooms, protest speeches, political speeches, rallies, newspapers

*Examples of assessment tasks:*

- Argue a case on one of the following issues, incorporating and countering opposite views: capital punishment, abortion, social security
- Organise, stage and evaluate a forum or debate on one of the above issues.

# *Stream 2*

# ORAL COMMUNICATION

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| Oracy for Self Expression | Oracy for Practical Purposes | Oracy for Knowledge | Oracy for Public Debate |
|---|---|---|---|
| **Level 4**<br>Can participate in social episodes, involving two people the other not known to the participant, of different status, in a central role, involving constant negotiation | Can participate in support episodes involving many turns, numerous participants who may not be known to each other, involving considerable negotiation | Can participate in planned presentation episodes (five minutes plus), and shorter unplanned ones | Can participate in exploratory episodes, involving a number of participants, on an abstract issue, involving negotiation of turn-taking, possibly on behalf of another group |
| **Level 3**<br>Can participate in social episodes, involving few or two people not known to the participant, in a participative role, involving some negotiation | Can participate in support episodes involving several turns, less familiar or more abstract content, two or three participants who are workplace colleagues, involving negotiation, where the context is supportive | Can participate in planned presentation episodes (up to five minutes), or shorter unplanned ones | Can participate in exploratory episodes involving a number of participants, on a less familiar issue, involving negotiation by turn-taking |
| **Level 2**<br>Can participate in social episodes involving a number of turns, few known people, in a participative role | Can participate in support episodes involving several turns, two or three participants who are known to the speaker, involving a minimum of negotiation | Can participate in longer (several minutes), planned presentation episodes | Can participate in exploratory episodes involving few, known participants, involving some negotiation of turn-taking |
| **Level 1**<br>Can participate in social episodes which are brief, involving a number of known people, well known to the participant in a peripheral role | Can participate in support episodes involving few turns, involving no negotiation, two participants who know each other, one of whom may be highly skilled as a participant | Can participate in planned, short presentation episodes | Can participate in exploratory episodes involving two participants, who know each other, involving little negotiation of turn-taking |

ORAL COMMUNICATION — MODULE 1

*COMPETENCY LEVEL 1:*

*NOMINAL DURATION:*
80 Hours

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ORAL COMMUNICATION — MODULE 1

*Element 1.1* *Oracy for Self-Expression*

Can participate in brief social episodes, relatively structured exchanges with an interpersonal rather than transactional goal.

*Performance Criteria*

1. Present a single turn on a familiar idea or experience
2. Relate to immediate personal circumstances.
3. Intelligibility (grammar and pronunciation) may make demands on other participants.
4. Uneven use of interactional routines. Limited topic setting and supporting of other speakers.
5. Limited provision of feedback to other speakers.

*Range/Conditions*

1. Involving a number of known people, well known to the participant
2. In a peripheral role

*Texts and Assessment Tasks*

Task
Role play

Text/context - examples
Coffee break gathering of colleagues
Greeting, leave-taking, simple requests

Method
Checklist - teacher/tutor

*Element 1.2* *Oracy for Practical Purposes*

Can participate in brief support episodes/instructional exchanges

*Performance Criteria*

1. Use of everyday terms, involving highly familiar content which is strongly supported by context
2. Possibly moving between "you" and "I".
3. Intelligibility may make demands on listeners.
4. Limited use of expository (factual) routines, very infrequent checking and adaptation to points made by other participant, limited facilitation of understanding.
5. Very infrequent use of feedback to the speaker

*Range/Conditions*

1. Involving virtually no negotiation of meaning
2. Two participants who know each other, one of whom may be highly skilled as a participant

*Texts and Assessment Tasks*

Task
Follow teacher/tutor instructions
Give instructions to another

Text/context - examples
Locate items in a handout
Access Computer Assisted Language Learning program from instruction sheet
Directions to location in building

Method
Carry out process
Task achieved?

*Element 1.3* *Oracy for Knowledge*

Can participate in brief presentations

*Performance Criteria*

1. Present one or two items of information in everyday commonplace language related to facts about self or highly familiar topic.
2. Use the third person to convey a tone of formality but may include a personal opinion in the first person
3. Link clauses with *and*. Intelligibility may make demands on listeners.
4. Use expository routines (description, narration); with little acknowledgment of listeners' needs, very infrequent or inappropriate reformulation and facilitation of understanding.
5. Limited use of listening strategies.

*Range/Conditions*

Planned rather than spontaneous

*Texts and Assessment Tasks*

Task
Present to class or group

Text/context - example
Biographical details of self or other

Method
Checklist - teacher/tutor

*Element 1.4* *Oracy for Public Debate*

Can participate in brief exploratory episodes - discussions oriented towards the solving of a problem or issue.

*Performance Criteria*

1. Express a point of view on a familiar matter.
2. Make unconditional statements
3. Link clauses with *and*. Intelligibility may make demands on listener.
4. Limited use of evaluative routines; limited use of turn-taking skills or ability to influence the direction of the exchange.
5. Limited ability to support other participant by providing feedback

*Range/Conditions*

1. Involving two participants, who know each other,
2. Involving little negotiation of turn-taking

*Texts and Assessment Tasks*

Task
Participate in discussion

Text/context - example
State likes and dislikes

Method
Checklist - teacher/tutor

*COMPETENCY LEVEL 2:*

*NOMINAL DURATION:*
80 Hours

ORAL COMMUNICATION — MODULE 2

*Element 2.1* *Oracy for Self Expression*

Can participate in short social episodes - relatively structured exchanges with an interpersonal rather than transactional goal.

*Performance Criteria*

1. Talk about several personally familiar events, ideas or experiences
2. Include a broader view than the personally immediate
3. Intelligibility occasionally makes demands on other participants
4. Inconsistent use of interactional routines; some topic setting and supporting
5. Some provision of feedback

*Range/Conditions*

1. Few, known people
2. In a participative role
3. Involving a number of turns

*Texts and Assessment Tasks*

Task
Roleplay

Text/context - example
Recount (weekend activities)

Method
Checklist - teacher/tutor

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*Element 2.2* *Oracy for Practical Purposes*

Can participate in short support episodes/instructional exchanges

*Performance Criteria*

1. Use familiar content
2. Describe the process clearly
3. Intelligibility makes occasional demands on listeners.
4. Some use of expository routines, some facilitation of understanding and some checking and adaptation to points made by other participant
5. Some use of feedback to the speaker

*Range/Conditions*

1. The context is less immediately supportive than at the previous level
2. Involving two or three participants who are known to the speaker
3. Involving a minimum of negotiation
4. Involving several turns

*Texts and Assessment Tasks*

Task
Give instructions to another

Text/context - examples
How to access a Computer Assisted Language Learning (CALL) program
Directions to own home

Method
Task achieved?

ORAL COMMUNICATION — MODULE 2

*Element 2.3* *Oracy for Knowledge*

Can participate in longer, presentation episodes

*Performance Criteria*

1. Present a number of items of factual information related to familiar situations or, involving some technical language
2. Present information in the neutral tone of a researcher/reporter
3. Linking of clauses with *and, but, so.* Intelligibility makes occasional demands on listeners.
4. Uses an expository routine (eg description) or an evaluative routine (eg explanation). Some acknowledgment of listeners' needs, reformulation and facilitation.
5. Some use of strategies.

*Range/Conditions*

1. Planned, several minutes
2. Unplanned episodes may be shorter

*Texts and Assessment Tasks*

Task
Presentation to class or group

Text/context - examples
Education system in country of origin
Layout of garden
Safety procedure in workplace

Method
Checklist - teacher/tutor

## *Element 2.4* *Oracy for Public Debate*

Participates in short exploratory episodes - discussions oriented towards the solving of a problem or issue.

*Performance Criteria*

1. Offer evidence for a point of view on a familiar issue on the basis of personal and popular knowledge.
2. Appeal to the emotions through exclamations and emotive words
3. Link clauses with *and, but, so.* Intelligibility makes occasional demands on listeners.
4. Some use of evaluative routines, some use of turn- taking skills, and influencing the direction of the episode.
5. Some ability to provide feedback to other participants

*Range/Conditions*

1. Involving few, known participants
2. Involving some negotiation of turn-taking

*Texts and Assessment Tasks*

Task
Participate in small group discussion

Text/context - examples
Advantages/ disadvantages of co-education/recycling/flexitime

Method
Checklist - teacher/tutor

*COMPETENCY LEVEL 3:*

*NOMINAL DURATION:*
80 Hours

ORAL COMMUNICATION — MODULE 3

*Element 3.1* *Oracy for Self Expression*

Can participate in longer social episodes - relatively structured exchanges with an interpersonal rather than transactional goal.

*Performance Criteria*

1. Talk about a number of ideas beyond own personal experience, connecting personal experience to more general ideas
2. Acknowledge other's point of view
3. Intelligibility rarely makes demands on other participants.
4. Regular use of interactional routines, topic setting and supporting.
5. Regular provision of feedback

*Range/Conditions*

1. Involving few or two people not known to the participant
2. In a participative role
3. Involving some negotiation

*Texts and Assessment Tasks*

Task
Roleplay

Text/context- example
Casual conversation on current topic

Method
Checklist - teacher/ tutor or other

*Element 3.2* *Oracy for Practical Purposes*

Can participate in longer support episodes/ instructional exchanges

*Performance Criteria*

1. Use a variety of routines (explanation, instruction, comparison) to ensure understanding, regular facilitation of understanding.
2. Use a variety of tones from formal to informal as appropriate.
3. Provide attention to detail. Intelligibility rarely makes demands on listeners.
4. Appropriate use of expository routines, using appropriate sequences (eg logical, chronological), checking and adaptation
5. Regular use of feedback to the speaker.

*Range/Conditions*

1. Less familiar or more abstract content
2. Involving two or three participants who are workplace colleagues
3. Involving negotiation, where the context is supportive
4. Involving a number of turns

*Texts and Assessment Tasks*

Task
Explain or instruct in a process

Text/context - examples
How to format a disk
How to fill in a form

Method
Task achieved?

*Element 3.3* *Oracy for Knowledge*

Participates in longer presentations

*Performance Criteria*

1. Content related to specialist area or interest
2. Create a formal tone by using and defining abstract and technical terms appropriate to the discipline or subject
3. Link clauses with *besides, because, when, if.* Intelligibility rarely makes demands on listeners.
4. Use expository routines (description, narration, comparison) or evaluative routines (explanation and justification). Regular acknowledgment of listeners' needs, reformulation and facilitation.
5. Regular use of listening strategies.

*Range/Conditions*

1. Related to less immediate aspects of everyday situations
2. Planned, up to five minutes
3. Shorter unplanned episodes

*Texts and Assessment Tasks*

Task
Presentation to class or group

Text/context - examples
Main points of a news item
Research undertaken

Method
Checklist - teacher/tutor or other

## *Element 3.4 Oracy for Public Debate*

Participates in longer exploratory episodes - discussions oriented towards the solving of a problem or issue.

*Performance Criteria*

1. Engage with a personally relevant social or public issue
2. Avoid generalisations and expressing tentativeness
3. Link clauses with *besides, because, when, if.* Intelligibility rarely makes demands on listeners.
4. Follow an evaluative routine, use turn-taking skills, and influence the direction of the episode.
5. Support other participants with feedback and contribute to the goal-orientation of the episode.

*Range/Conditions*

1. Involving a number of participants
2. On a less familiar issue
3. Involving negotiation of turn-taking

*Texts and Assessment Tasks*

Task
Participate in group discussion

Text/context - example
Current political or social issue

Method
Checklist - teacher/tutor or other

ORAL COMMUNICATION — MODULE 4

*COMPETENCY LEVEL 4:*

*NOMINAL DURATION:*
80 Hours

ORAL COMMUNICATION — MODULE 4

*Element 4.1* *Oracy for Self Expression*

Participates in extended social episodes - relatively structured exchanges with an interpersonal rather than transactional goal.

*Performance Criteria*

1. Cover a range of topics, beliefs, issues and experience
2. Refer to a range of values and perspectives.
3. Intelligibility makes no demands on other participants.
4. Well-developed use of interactional routines, topic setting and supporting.
5. Well-developed provision of feedback.

*Range/Conditions*

1. Involving two people, the other not known to the speaker
2. Different participant status
3. In a central role
4. Involving constant negotiation

*Texts and Assessment Tasks*

Task
Role play

Text/context - example
Informal discussion with invited guests

Method
Checklist - other

*Element 4.2* *Oracy for Practical Purposes*

Can participate in extended support episodes/instructional exchanges

*Performance Criteria*

1. Use specialist language if appropriate,
2. Possibly include a commentary as well as clear instructions
3. Provide very detailed information about how, when, with what and when, without ambiguity. Intelligibility makes no demands on listeners.
4. Stage the process to facilitate understanding, and well-developed checking and adaptation and well-developed facilitation of understanding
5. Well-developed use of feedback to the speaker.

*Range/Conditions*

1. Unfamiliar or abstract content,
2. Where the context is minimally supportive
3. Involving many turns
4. Numerous participants who may not be known to each other
5. Involving considerable negotiation

*Texts and Assessment Tasks*

Task
Explain to, instruct group, taking questions

Text/context - examples
First aid procedures
Using Taxpack
Building and maintaining a compost heap

Method
Task achieved?

*Element 4.3* *Oracy for Knowledge*

Participates in extended presentations

*Performance Criteria*

1. Considerable breadth and range
2. Present a range of definitions or viewpoints "objectively"
3. Use complex linking and embedding of clauses. Intelligibility makes no demands on listeners.
4. Use expositiory routines (description, narration, comparison) and evaluative routines (explanation, justification, prediction and decision). Well-developed acknowledgment of listeners needs, reformulation and facilitation.
5. Well developed listening strategies.

*Range/Conditions*

1. Planned, five minutes plus
2. Shorter unplanned episodes
3. Related to all aspects of personal and professional life

*Texts and Assessment Tasks*

Task
Present to class or group

Text/context -examples
Report of group discussion
Report on "work in progress"

Method
Checklist - other

## *Element 4.4 Oracy for Public Debate*

Participates in extended exploratory episodes - discussions oriented towards the solving of a problem or issue.

*Performance Criteria*

1. Deal with abstract social concepts, issues or values of public concern
2. Give an analytical presentation of alternative evidence as well as own qualified opinion.
3. Use complex linking and embedding of clauses. Intelligibility makes no demands on listeners. Well-developed expansion.
4. Well-developed use of evaluative routines, and turn-taking skills; influence the direction of the episode. Contribute to the goal-orientation of the episode by encouraging attention to the three typical stages of such episodes.
5. Well-developed ability to support other participants by providing feedback

*Range/Conditions*

1. Involving a number of participants
2. On an abstract issue
3. Involving negotiation of turn-taking
4. Possibly on behalf of another group

*Texts and Assessment Tasks*

Task
Participate in informal debate

Text/context - example
Controversial issues

Method
Checklist - other

# *Stream 3*

# NUMERICAL AND MATHEMATICAL CONCEPTS

## SUMMARY OF NUMERICAL & MATHEMATICAL CONCEPTS COMPETENCIES

| Data | Relation and Pattern (algebra) | Number | Measurement | Shape (space) |
|---|---|---|---|---|
| Module 4 Use, create, adapt and transfer complex data, relation and pattern, number, measurement and shape | | | | |
| 4.1 Use simple statistical analysis techniques | 4.2 Employ graphical representation of algebraic relationships<br>4.3 Organise and process algebraic information | 4.4 Integrate and use the rational number system | 4.5 Formalise geometric relationships | |
| Module 3 Use, analyse and adapt a range of everyday and complex data, relation and pattern, number, measurement and shape | | | | |
| 3.1 Interpret, organise and analyse data | 3.2 Develop and use simple, common formulae | 3.3 Use appropriate methods of calculating with natural numbers, fractions, decimal fractions, percentages | 3.5 Use, estimation and calculation of the perimeter, area, volume relationship of common shapes | 3.4 Use 2D geometrical properties |
| Module 2 Use and analyse everyday data, relation and pattern, number, measurement and shape | | | | |
| 2.1 Interpret data and organise it into tables and charts | 2.2 Develop and use data, number, measurement and shape relationships | 2.3 Use natural number and common fraction decimal fraction percentage equivalents | | 2.4 Use estimation and calculation with shape and direction |
| Module 1 Use and analyse simple data, relation and pattern, number, measurement and shape | | | | |
| 1.1 Interpret familiar charts and graphs | 1.2 Make connections in using relationships and patterns in number, shape, data and measurement | 1.3 Use natural number, practical and everyday fractions and practical and everyday decimal fractions | 1.4 Use personal referents in measurement | 1.4 Classify shapes |

Note: The five headings (strands) provide organisational guidance – elements will often refer to more than one strand.

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## NUMERICAL AND MATHEMATICAL — MODULE 1

*COMPETENCY LEVEL 1:*
The student can use and analyse simple data, relation and pattern, number, measurement and shape.

*NOMINAL DURATION:*
80 Hours

## NUMERICAL AND MATHEMATICAL — MODULE 1

*Elements:*

1.1 Interpret familiar charts and graphs

1.2 Make connections in using relationships and patterns in number, shape, data and measurement

1.3 Use natural number, practical and everyday fractions and practical and everyday decimal fractions

1.4 Use personal referents in measurement

1.5 Classify shapes

*Performance Criteria for all elements at this level:*

1. Recognise that mathematics is involved in the activity.
   Identify mathematics for use.
   Make a rough prediction of the expected result
2. Carry out mathematics required using a familiar method and/or appropriate technology
3. Check the reasonableness of method and result against initial estimate or prediction
4. Interpret and apply method and result in particular context and in a similar context
5. Describe and record method and result using familiar language which could include familiar symbolic and graphical representation

*Range/Conditions:*

At Level 1, the activity or task:

- contains simple and clear mathematical information
- is located in familiar social, personal, work or cultural context
- uses language that is informal in tone with some familiar mathematical representation and symbols

*Examples of assessment tasks:*

Identify and interpret a gas account
Estimate the capacity of an advertised toolbox
Create tangram patterns and shapes
Locate position on a map by identifying map co-ordinates

NUMERICAL AND MATHEMATICAL — MODULE 2

*COMPETENCY LEVEL 2:*
The student can use and analyse everyday data, relation and pattern, number, measurement and shape.

*NOMINAL DURATION:*
80 Hours

## NUMERICAL AND MATHEMATICAL — MODULE 2

*Elements:*

2.1 Interpret data and organise it into tables and charts

2.2 Develop and use data, number, measurement and shape relationships

2.3 Use natural number and common fraction/decimal fraction/percentage equivalents

2.4 Use estimation and calculation with shape and direction

*Performance Criteria for all elements at this level:*

1. Recognise that mathematics is involved in the activity
   Identify mathematics for use
   Make a reasonable prediction of the expected result
2. Carry out the mathematics required using a number of familiar methods and/or appropriate technology
3. Check the reasonableness of methods and result against initial estimate and prediction
4. Interpret and apply methods and results in particular contexts and, in similar contexts
5. Describe and record method and result using familiar language including some formal symbolic and graphical representation

*Range/Conditions:*

At Level 2 the activity or task:

- contains clear mathematical information
- is located in a reasonably familiar social, personal, work or cultural context
- uses language that is straight-forward and informal and may contain some formality including mathematical symbolic representation

*Examples of assessment tasks:*

Interpret probability of rain as a common percentage e.g. 10% probability of rain
Calculate the distance between two locations on a map (simple scale only)
Interpret a 5 km distance race as number of 400m laps to be run

*COMPETENCY LEVEL 3:*

The student can use and analyse and adapt a range of everyday and some complex data, relation and pattern, number, measurement and shape.

*NOMINAL DURATION:*

80 Hours

## NUMERICAL AND MATHEMATICAL — MODULE 3

*Elements:*

3.1 Interpret, organise and analyse data

3.2 Develop and use simple, common formulae

3.3 Use appropriate methods of calculating with natural numbers, fractions, decimal fractions, percentages

3.4 Use 2D geometrical properties

3.5 Use, estimation and calculation of the perimeter, area, volume relationship of common shapes

*Performance Criteria for all elements at this level:*

1. Recognise that there is mathematics in the task
   Identify possible methods to use
   Identify mathematics for use
   Make a close prediction of the expected result
2. Carry out the mathematics required using familiar methods and more formal methods and appropriate technology
3. Check the reasonableness of methods and results against initial estimate or prediction
4. Evaluate methods used and apply to other contexts
5. Identify and assess the inherent influences and assumptions of the activity or task on the content
6. Describe and record methods and results using a mixture of familiar and formal language
7. Use symbolic and graphical representation.

*Range/Conditions:*

At Level 3, the activity or task:

- contains mathematical information, possibly embedded in text or task
- is either a familiar task in an unfamiliar context or an unfamiliar task in a familiar context
- uses a mixture of formal and informal, verbal and written language

*Examples of assessment tasks:*

Estimate quantities and cost materials for the floor of a wooden deck
Interpret a housing finance newspaper article
Play and score a game of Yahtzee
Obtain information from a vehicle manual

*COMPETENCY LEVEL 4:*
The student can use, create, adapt and transfer complex data, relation and pattern, number, measurement and shape.

*NOMINAL DURATION:*
80 Hours

## NUMERICAL AND MATHEMATICAL — MODULE 4

*Elements:*

4.1 Use simple statistical analysis techniques

4.2 Employ graphical representation of algebraic relationships

4.3 Organise and process algebraic information

4.4 Integrate and use the rational number system

4.5 Formalise geometric relationships

*Performance Criteria for all elements at this level:*

1. Recognise that mathematics is involved in the task
   Identify possible methods to use
   Identify mathematics for use
   Make an informed prediction of the expected result
2. Carry out the mathematics required using a variety of familiar methods, formal methods and appropriate technology
3. Check the reasonableness of methods and results
4. Evaluate and generalise methods and results over a variety of mathematical contexts
5. Interpret and apply results over a variety of contexts
6. Describe and record methods and results using both familiar and formal language, symbolic and graphical representation

*Range/Conditions:*

At Level 4, the activity or task:

- contains complex mathematical information, often embedded in text or task
- is often located in unfamiliar contexts
- uses language that is more formal and includes formal mathematical symbolism and representation

*Examples of assessment tasks:*

Offer a simple statistical analysis of employees' wages
Calculate the height of a roof given the pitch and width of the roof
Develop the formula between two variables e.g. production costs and number of items produced and the linear graphical representation of the corresponding values

# *Stream 4*

# GENERAL CURRICULUM OPTIONS

| | | | |
|---|---|---|---|
| Module 4 | Evaluate and reshape processes to establish and use principles in order to determine appropriate ways of approaching activities and to establish criteria for judging quality of process and outcome. | | |
| 4.1 Can collect, analyse organise information. | 4.3 Can communicate ideas and information. | 4.5 Can use mathematical ideas and techniques. | 4.7 Can use technology. |
| 4.2 Can plan and organise activities. | 4.4 Can work with others and in teams. | 4.6 Can solve problems. | |
| Module 3 | Manage activities requiring the selection, application and integration of a number of elements and select from established criteria to judge quality of process and of outcome. | | |
| 3.1 Can collect, analyse and organise information. | 3.3 Can communicate ideas and information. | 3.5 Can use mathematical ideas and techniques. | 3.7 Can use technology. |
| 3.2 Can plan and organise activities. | 3.4 Can work with others and in teams. | 3.6 Can solve problems. | |
| Module 2 | Undertake everyday activities efficiently and with sufficient self management to meet the explicit requirements of the activity and to make judgements about quality of outcome against established criteria. | | |
| 2.1 Can collect, analyse and organise information. | 2.3 Can communicate ideas and information. | 2.5 Can use mathematical ideas and techniques. | 2.7 Can use technology. |
| 2.2 Can plan and organise | 2.4 Can work with others and in | 2.6 Can solve problems. | |
| Module 1 | Undertake familiar activities efficiently and with sufficient self management to meet the explicit requirements of the activity and to make judgements about quality of outcome against established criteria. | | |
| 1.1 Can collect, analyse and organise information. | 1.3 Can communicate ideas and information. | 1.5 Can use mathematical ideas and techniques. | 1.7 Can use technology. |
| 1.2 Can plan and organise activities. | 1.4 Can work with others and in teams. | 1.6 Can solve problems. | |

# STREAM 4: GENERAL CURRICULUM OPTIONS

This stream is designed to:

- extend the scope of the Framework and the Certificates to integrate a more general application of the competencies of Streams 1, 2 and 3.
- extend the scope of the Framework and the Certificates to integrate the competencies described in the Key Competencies (Mayer) Report. These competencies, with their emphasis on requirements for successful participation in work and society, provide a vehicle for the delivery of a content oriented subject.
- take advantage of the range of interests and expertise within language and literacy programs. The dictum of "reading and writing to learn" rather than simply "learning to read and write" is therefore reflected in the provision. Program co-ordinators and teachers are given the freedom to develop a curriculum based around local interests and opportunities of learning.

## *The Mayer Key Competencies*

The Key Competencies (Mayer) Report describes the seven competences as the ways in which skills and knowledge are applied.

*The competencies used in this stream are:*

*Collecting, analysing and organising ideas and information*

Processes for gathering, evaluating and presenting ideas and information for a range of practical purposes.

*Communicating ideas and information*

Use of a range of forms of communication, oral, written and graphic, to communicate ideas and information effectively to others.

*Planning and organising activities*

Planning, organisation and self-management. The capacity to complete a task with some degree of independence, monitoring one's own performance and ensuring effective communication, reporting and recording of processes and outcomes.

*Working with others and in teams*

Processes of working with others and working in teams, including setting common goals, deciding on the allocation of tasks, monitoring achievement of the goals and checking the quality of the final product.

*Using mathematical ideas and techniques*

Capacity to select, apply and use mathematical ideas and techniques to complete tasks in a wide range of contexts.

*Solving Problems*

Process of problem solving. Identifying and framing the nature of the problem and devising suitable strategies of response.

*Using Technology*

The capacity to use technological processes, systems, equipment and materials and the capacity to transfer knowledge and skills to new situations.

## *How the Mayer Key Competencies Fit Into The Framework*

The Key Competencies (Mayer) Report, as it stands, describes the 7 competencies at the three levels of performance criteria. *For the purposes of the Framework and the Certificates of General Education for Adults, a client will be deemed to have achieved competence at a level with the successful attainment of at least three of the Mayer competencies at that level,* such as elements 1.1, 1.2 and 1.4 at Level 1.

The Framework operates at 4 levels while Mayer recognises three levels of performance. Mayer's Level 1 is relatively sophisticated when compared with the competencies described in the other three streams. *To allow clients maximum flexibility in attaining mastery in the Mayer Level 1 competencies, this level has been adapted to show two levels of Range and Conditions.* Thus a client works within the same parameters in Levels 1 and 2 of the General Curriculum Options stream as for the other three streams. These are detailed within the text for this stream. Levels 2 and 3 of the Mayer Performance Criteria, therefore, become descriptors for Levels 3 and 4 of the Framework.

As for the other streams, a client will receive recognition for prior learning or experience. Adult English language, literacy and numeracy clients may be expected to demonstrate a range of competency levels within the Mayer descriptions, depending on previous experience and confidence.

### *Developing the Curriculum*

These competencies are the outcomes of learning and not a curriculum in themselves. When they are used as the delivery vehicle for a curriculum, as the means of teaching the content, they gain relevance in a concrete, connected sense.
There are a number of ways of implementing these competencies within Stream 4 of the Framework:

- A provider will develop a discrete subject that reflects local interest, expertise or availability of equipment, such as Koori History, Women's Health, Science and Technology. The content will be suitable for the language and literacy skills of the group undertaking the unit/module. The method of content delivery will be based around at least three of the seven competencies described by the Key Competencies (Mayer) Report, such as Collecting, Analysing and Organising Information, Working with Others and in Teams and Solving Problems.
- A provider will develop a thematic approach to the delivery of the Reading and Writing, Oral Communication and Numerical and Mathematical Concepts streams. One of the vehicles for the development of the competencies of the first three streams will be the competencies for the Mayer Report. The curriculum is thus fully integrated, using a combination of teaching and assignment work to achieve stated learning outcomes. Again a client would be required to demonstrate competence in at least three of the Mayer competencies to receive credit for the module.

GENERAL CURRICULUM OPTIONS — MODULE 1

*COMPETENCY LEVEL 1:*

Undertake familiar activities efficiently and with sufficient self-management to meet the explicit requirements of the activity and to make judgements about quality of outcome against established criteria.

*NOMINAL DURATION:*

80 Hours

*Element 1.1: Can collect, analyse and organise information*

*Performance Criteria:*

1. Follow existing guidelines for the collection, analysis, and organisation of information
2. Access and record information from given sources
3. Organise information into predetermined categories
4. Check information for completeness and accuracy

*Range and Conditions:*

1. The subject matter will be familiar and/or personal
2. The guidelines for the completion of the task will be established and clear
3. The nature of the task will be simple, with information required from a single source
4. There will be obvious teacher support and supervision

*Examples of assessment tasks:*

Accessing routine information from a listing
Determining from class members an optimum excursion date
Updating a simple resource list

*Element 1.2: Can plan and organise activities*

*Performance Criteria:*

1. Establish and maintain focus in completing a defined activity
2. Check process and outcomes against predetermined criteria for quality and completion
3. Clarify and use established priorities

*Range and Conditions:*

1. The subject matter will be familiar and/or personal
2. The guidelines for the completion of the task will be established and clear
3. The nature of the task will be simple, with information required from a single source
4. There will be obvious teacher support and supervision

*Examples of assessment tasks:*

Plan and organise a simple outing or guest speaker for the class
Establish and maintain a plan for completing an assignment

*Element 1.3: Can communicate ideas and information*

*Performance Criteria:*

1. Adapt the form of the communication to the anticipated context and audience
2. Communicate using prescribed form and style
3. Communicate clearly and coherently so that prescribed information is organised for the purpose
4. Check the communication for accuracy and effectiveness

*Range and Conditions:*

1. The subject matter will be familiar and/or personal
2. The guidelines for the completion of the task will be established and clear
3. The nature of the task will be simple, with information required from a single source
4. There will be obvious teacher support and supervision

*Examples of assessment tasks*

Interviewing a person and filling out a simple structures form
Suggesting items for further research by the class
Explaining the nature of a project to a fellow client

*Element 1.4: Can work with others and in teams*

*Performance Criteria:*

1. Clarify defined purpose and objective to be achieved by working with others
2. Identify and respond to defined roles and perspectives
3. Work with others to achieve agreed objectives within agreed timeframes

*Range and Conditions:*

1. The subject matter will be familiar and/or personal
2. The guidelines for the completion of the task will be established and clear individual tasks clearly defined
4. There will be obvious teacher support and supervision

*Examples of assessment tasks:*

Working with a partner to improve a piece of writing
Working as part of a team to establish issues for further research

*Element 1.5: Can use mathematical ideas and techniques*

*Performance Criteria:*

1. Clarify the nature of the outcome sought
2. Select the ideas and techniques for the task
3. Use mathematical ideas and techniques reliably and efficiently, meeting accuracy requirements
4. Check the answer makes sense in the context

*Range and Conditions:*

1. The subject matter will be familiar and/or personal
2. The guidelines for the completion of the task will be established and clear
3. The nature of the task will be simple, with information from a single source
4. There will be obvious teacher support and supervision

*Examples of assessment tasks:*

Prepare an estimated account for a class outing
Use a street directory to establish a delivery route
Measure medicine dose

*Element 1.6: Can solve problems*

*Performance Criteria:*

1. Clarify desired outcomes and processes
2. Maintain focus through to an appropriate completion
3. Respond to faults and difficulties as they arise
4. Check the accuracy of outcomes and the utility of the process

*Range and Conditions:*

1. The subject matter will be familiar and/or personal
2. The guidelines for the completion of the task will be established and clear
3. The nature of the task will be simple, with information from a single source
4. There will be obvious teacher support and supervision

*Examples of assessment tasks:*

Arrange food for a group outing
Follow procedures to have a piece of personal equipment repaired

*Element 1.7:* *Can use technology*

*Performance Criteria:*

1. Clarify the objectives for the use of technology
2. Use technological practices within the guidelines for health and safety, environmental impact and ethical practice
3. Use technological equipment and materials proficiently for the prevailing environs and physical capacity

*Range and Conditions:*

1. The subject matter will be familiar and/or personal
2. The guidelines for the completion of the task will be established and clear
3. The nature of the task will be simple, with information from a single source
4. There will be obvious teacher support and supervision

*Examples of assessment tasks:*

Use a computer-managed learning package to acquire a defined skill or limited area of knowledge
Use the author/title index of a library computer

*COMPETENCY LEVEL 2:*

Undertake everyday activities efficiently and with sufficient self-management to meet the explicit requirements of the activity and to make judgements about quality of outcome against established criteria.

*NOMINAL DURATION:*

80 Hours

*Element 2.1: Can collect, analyse and organise information*

*Performance Criteria:*

1. Follow existing guidelines for the collection, analysis, and organisation of information
2. Access and record information from given sources
3. Organise information into predetermined categories
4. Check information for completeness and accuracy

*Range and Conditions:*

1. The subject matter will be everyday and may include some unfamiliar aspects
2. The established guidelines for the completion of the task may need to be interpreted for the present situation
3. The nature of the task will be simple, with information required from more than one source or a more complex task with information from a single source

*Examples of assessment tasks:*

Accessing routine information from a more complex listing, such as Yellow Pages
Determining from class members an optimum excursion date and venue
Updating a simple resource list

*Element 2.2: Can plan and organise activities*

*Performance Criteria:*

1. Establish and maintain focus in completing a defined activity
2. Check process and outcomes against predetermined criteria for quality and completion
3. Clarify and use established priorities

*Range and Conditions:*

1. The subject matter will be everyday and may include some unfamiliar aspects
2. The established guidelines for the completion of the task may need to be interpreted for the present situation
3. The nature of the task will be simple, with information required from more than one source, or a more complex task with information from a single source
4. There will be ready access to teacher consultation

*Examples of assessment tasks:*

Plan and organise a simple outing or guest speaker for the class
Establish and maintain a plan for completing an assignment

*Element 2.3: Can communicate ideas and information*

*Performance Criteria:*

1. Adapt the form of the communication to the anticipated context and audience
2. Communicate using prescribed form and style
3. Communicate clearly and coherently so that prescribed information is organised for the purpose
4. Check the communication for accuracy and effectiveness

*Range and Conditions:*

1. The subject matter will be everyday and may include some unfamiliar aspects
2. The established guidelines for the completion of the task may need to be interpreted for the present situation
3. The nature of the task will be simple, with information to be given to more than one person, or more complex with information given to a single person or familiar small group
4. There will be ready access to teacher consultation

*Examples of assessment tasks*

Interviewing a person and filling out a simple structured form
Suggesting items for further research by the class
Explaining the nature of a project to a fellow client

*Element 2.4: Can work with others and in teams*

*Performance Criteria:*

1. Clarify defined purpose and objective to be achieved by working with others
2. Identify and respond to defined roles and perspectives
3. Work with others to achieve agreed objectives within agreed timeframes

*Range and Conditions:*

1. The subject matter will be everyday and may include some unfamiliar aspects
2. The established guidelines for the completion of the task may need to be interpreted for the present situation
3. The nature of the task will be simple, with individual tasks to be negotiated or the task will be more complex with individual tasks clearly defined
4. There will be ready access to teacher consultation

*Examples of assessment tasks:*

Working with a partner to improve a piece of writing
Working as part of a team to establish issues for further research

*Element 2.5: Can use mathematical ideas and techniques*

*Performance Criteria:*

1. Clarify the nature of the outcome sought
2. Select the ideas and techniques for the task
3. Use mathematical ideas and techniques reliably and efficiently, meeting accuracy requirements
4. Check the answer makes sense in the context

*Range and Conditions:*

1. The subject matter will be everyday and may include some unfamiliar aspects
2. The established guidelines for the completion of the task may need to be interpreted for the present situation
3. The nature of the task will be simple, with information required from more than one source, or a more complex task with information from a single source
4. There will be ready access to teacher consultation

*Examples of assessment tasks:*

Prepare an estimated account for a class outing
Use a street directory to establish a delivery route
Calculate and measure a medicine dose

*Element 2.6: Can solve problems*

*Performance Criteria:*

1. Clarify desired outcomes and processes
2. Maintain focus through to an appropriate completion
3. Respond to faults and difficulties as they arise
4. Check the accuracy of outcomes and the utility of the process

*Range and Conditions:*

1. The subject matter will be everyday and may include some unfamiliar aspects
2. The established guidelines for the completion of the task may need to be interpreted for the present situation
3. The nature of the task will be simple, with information required from more than one source, or a more complex task with information from a single source
4. There will be ready access to teacher consultation

*Examples of assessment tasks:*

Arrange food for a group outing
Follow procedures to have a piece of personal equipment repaired

*Element 2.7:* *Can use technology*

*Performance Criteria:*

1. Clarify the objectives for the use of technology
2. Use technological practices within the guidelines for health and safety, environmental impact and ethical practice
3. Use technological equipment and materials proficiently for the prevailing environs and physical capacity

*Range and Conditions:*

1. The subject matter will be everyday and may include some unfamiliar aspects
2. The established guidelines for the completion of the task may need to be interpreted for the present situation
3. The nature of the task will be simple, with information required from more than one source, or a more complex task with information from a single source
4. There will be ready access to teacher consultation

*Examples of assessment tasks:*

Use a computer-managed learning package to acquire a defined skill or limited area of knowledge
Use the author/title index of a library computer catalogue

*COMPETENCY LEVEL 3:*
Manage activities requiring the selection, application and integration of a number of elements, and select from established criteria to judge quality of process and of outcome.

*NOMINAL DURATION:*
80 Hours

*Element 3.1: Can collect, analyse and organise information*

*Performance Criteria:*

1. Clarify the needs of the audience and the purposes of the information
2. Access and record information from a variety of sources
3. Select categories or structures by which to organise information
4. Assess information for relevance, accuracy and completeness

*Range and Conditions:*

1. The subject matter will be everyday and will include unfamiliar material
2. The established guidelines for the completion of the task will need to be interpreted for the present situation
3. The nature of the task will be clear, with information required from a range of sources, or a complex task with information from a single source
4. Teacher will be available for consultation and feedback

*Examples of assessment tasks:*

Establish requirements of members for a workshop day
Prepare a training plan

*Element 3.2: Can plan and organise activities*

*Performance Criteria:*

1. Co-ordinate and manage processes to achieve defined objectives
2. Maximise quality of outcomes and process
3. Establish effective work priorities

*Range and Conditions:*

1. The subject matter will be everyday and will include some unfamiliar material
2. The established guidelines for the completion of the task will need to be interpreted for the present situation
3. The nature of the task will be clear, with information required from a range of sources, or a complex task with information from a single source
4. Teacher will be available for consultation and feedback

*Examples of assessment tasks:*

Manage a variety of record keeping responsibilities
Establish family and caregiving schedules

*Element 3.3: Can communicate ideas and information*

*Performance Criteria:*

1. Adapt ideas and information to anticipated contexts and audiences
2. Communicate by choosing from set alternative modes and styles the most appropriate to a particular context and audience
3. Establish and convey coherence between disparate ideas and information
4. Revise communication in light of feedback

*Range and Conditions:*

1. The subject matter will be everyday and will include some unfamiliar material
2. The established guidelines for the completion of the task will need to be interpreted for the present situation
3. The nature of the task will be clear, with information required from a range of sources, or a complex task with information from a single source
4. Teacher will be available for consultation and feedback

*Examples of assessment tasks:*

Giving directions on the best ways to get to a venue
Preparing a maintenance report for a piece of equipment

*Element 3.4: Can work with others and in teams*

*Performance Criteria:*

1. Interpret purposes and objectives to be achieved by working with others
2. Organise procedures and timeframes to take account of different roles and perspectives
3. Work with others to achieve agreed objectives

*Range and Conditions:*

1. The subject matter will be everyday and will include some unfamiliar material
2. The established guidelines for the completion of the task will need to be interpreted for the present situation
3. The nature of the task will be clear, with information required from a range of sources, or a complex task with information from a single source
4. Teacher will be available for consultation and feedback

*Examples of Assessment tasks:*

Recognising and including the abilities of fellow workers, including those who have disabilities
Prepare a display of research findings for other group

*Element 3.5: Can use mathematical ideas and techniques*

*Performance Criteria:*

1. Clarify the purpose of the activity and the nature of the outcomes sought
2. Identify the mathematical ideas and techniques which are applicable
3. Select, sequence and apply the mathematical ideas and techniques reliably and efficiently
4. Judge the level of accuracy required
5. Check that the answer makes sense in the context

*Range and Conditions:*

1. The subject matter will be everyday and will include some unfamiliar material
2. The established guidelines for the completion of the task will need to be interpreted for the present situation
3. The nature of the task will be clear, with information required from a range of sources, or a complex task with information from a single source
4. Teacher will be available for consultation and feedback

*Examples of assessment tasks:*

Make a 3D model using a kit
Estimate the amount and cost of personal stationery for a semester

*Element 3.6: Can solve problems*

*Performance Criteria:*

1. Clarify the desired outcomes and the relationship between those outcomes and the available processes for solving the problem
2. Draw on a range of processes to achieve appropriate completion
3. Take opportunities to improve or enhance processes and outcomes
4. Assess efficiency of processes and outcomes

*Range and Conditions:*

1. The subject matter will be everyday and will include some unfamiliar material
2. The established guidelines for the completion of the task will need to be interpreted for the present situation
3. The nature of the task will be clear, with information required from a range of sources, or a complex task with information from a single source
4. Teacher will be available for consultation and feedback

*Examples of assessment tasks:*

Identify options for a client in resolving a complaint
Identify and generate proposals for reducing hazardous situations on a work or study site

*Element 3.7:* *Can use technology*

*Performance Criteria:*

1. Interpret the purposes and objectives for the use of technology
2. Configure and manage a series of operations as a process
3. Select technological practices to conform with the guidelines for health and safety, environmental impact and ethical practice, and use them within those guidelines
4. Use technological equipment and material proficiently for the prevailing environs and physical capacity

*Range and Conditions:*

1. The subject matter will be everyday and will include some unfamiliar material
2. The established guidelines for the completion of the task will need to be interpreted for the present situation
3. The nature of the task will be clear, with information required from a range of sources, or a complex task with information from a single source
4. Teacher will be available for consultation and feedback

*Examples of assessment tasks:*

Monitor the safety and operating condition of equipment and facilities
Use information processing equipment to assemble a report or literary work from given handwritten text, sketches and layout

*COMPETENCY LEVEL 4:*

Evaluate and reshape processes, to establish and use principles in order to determine appropriate ways of approaching activities, and to establish criteria for judging quality of process and outcome.

*NOMINAL DURATION:*

80 Hours

*Element 4.1: Can collect, analyse and organise information*

*Performance Criteria:*

1. Define the needs of the audience and the purposes of the information
2. Investigate sources critically to identify and distil relevant information
3. Identify within information the main organising categories and structures
4. Evaluate the quality and validity of information

*Range and Conditions:*

1. The subject matter may deal with general situations and some abstract concepts
2. The guidelines for the completion of the task may need to be established
3. The nature of the task will be complex relying on a range of information sources
4. Limited support and feedback given by the teacher as one of a number of sources

*Examples of assessment tasks:*

Undertake a literature search on local history
Use records such as profitability, consumer demand and seasonal variations to plan offerings in a canteen

*Element 4.2: Can plan and organise activities*

*Performance Criteria:*

1. Incorporate strategic goals into the planning and organisation of own work
2. Incorporate criteria for quality and efficacy of outcome into the planning and organisation of own work
3. Incorporate goals, plans and priorities of a strategic nature into planning and organisation of own work

*Range and Conditions:*

1. The subject matter may deal with general situations and some abstract concepts
2. The guidelines for the completion of the task will need to be established
3. The nature of the task will be complex, relying on information from a range of sources
4. Limited support and feedback given by teacher as one of a number of sources

*Examples of assessment tasks:*

Plan and organise an Open Day for your study area
Establish and maintain routines for the collection and dissemination of information

*Element 4.3: Can communicate ideas and information*

*Performance Criteria:*

1. Choose the mode and form appropriate to the audience
2. Revise and evaluate the communication in the light of feedback
3. Vary the style of presentation to suit a variety of contexts
4. Use ideas to interpret and represent information in a variety of contexts
5. Adapt ideas and information to unanticipated responses from audiences

*Range and Conditions:*

1. The subject matter may deal with general situations and some abstract concepts
2. The guidelines for the completion of the task will need to be established
3. The nature of the task will be complex, relying on imparting information from a range of sources.
4. Limited support and feedback given by teacher as one of a number of sources

*Examples of assessment tasks:*

Answer questions put by an audience at the end of a speech or talk
Revise a sexist, racist or needlessly complicated leaflet

*Element 4.4: Can work with others and in teams*

*Performance Criteria:*

1. Define purpose and objectives to be achieved by working with others
2. Establish roles, procedures and timeframes taking into account different perspectives
3. Negotiate with others to define objectives and where necessary to monitor and redefine them

*Range and Conditions:*

1. The subject matter will deal with general situations and some abstract concepts
2. The guidelines for the completion of the task will need to be established
3. The nature of the task will be complex, relying on information from a range of sources
4. Limited support and feedback given by teacher as one of a number of sources

*Examples of assessment tasks:*

Represent a point of view in a debate
Lead a team to research a project

*Element 4.5: Can use mathematical ideas and techniques*

*Performance Criteria:*

1. Define the purpose and objectives of the activity
2. Recognise the assumptions which need to be made in order to apply an idea and technique
3. Adapt the idea and technique to fit the constraints of the situation
4. Make decisions about the level of accuracy needed to resolve competing demands
5. Interpret and evaluate methods and solutions

*Range and Conditions:*

1. The subject matter will deal with general situations and some abstract concepts
2. The guidelines for the completion of the task will need to be established
3. The nature of the task will be complex, relying on information from a range of sources
4. Limited support and feedback given by teacher as one of a number of sources

*Examples of assessment tasks:*

Managing household finances
Design and make an object to hold specified material and to fit within a specified location

*Element 4.6: Can solve problems*

*Performance Criteria:*

1. Establish major parameters affecting processes and outcomes
2. Adapt and manipulate processes to achieve appropriate completion
3. Anticipate problems and opportunities and the conditions under which they arise
4. Establish and use criteria for judging effectiveness of processes and outcomes

*Range and Conditions:*

1. The subject matter will deal with general situations and some abstract concepts
2. The guidelines for the completion of the task will need to be established
3. The nature of the task will be complex, with information required from a range of sources
4. Limited support and feedback given by teacher as one of a number of sources

*Examples of assessment tasks:*

Adapt work or study priorities to accommodate new directions
Generate teamwork amongst work colleagues

*Element 4.7:* *Can use technology*

*Performance Criteria:*

1. Define the purpose and objectives for the use of technology
2. Transfer technological principles to a new situation
3. Configure and manage a series of operations as a process
4. Select technological practices to maximise socially and ethically responsible use of technology
5. Use technological principles to reduce constraints presented by environs and physical capacity

*Range and Conditions:*

1. The subject matter will deal with general situations and some abstract concepts
2. The guidelines for the completion of the task will need to be established
3. The nature of the task will be complex, with information required from a range of sources
4. Limited support and feedback given by teacher as one of a number of sources

*Examples of assessment tasks:*

Adapt software regarding financial management for the special needs of a community group
Design a uniform/wardrobe for staff covering a range of jobs and occupations in a new company.
Prepare 2 or 3 dimensional models to explain technological or scientific phenomena to an audience unfamiliar with the concepts involved eg. continental drift, the workings of a rotary engine

# *Section 4*

# BACKGROUND WORKS

# *Background Work*

# READING AND WRITING

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# BACKGROUND WORK - READING AND WRITING CONCEPTS

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# BACKGROUND WORK - READING AND WRITING
# CURRICULUM MODEL FOR READING AND WRITING

## FOREWORD

The following document is a revised version of an earlier document called "Adult Basic Education Accreditation Framework Project: Draft Competence Statements for Adult Reading and Writing" (Volumes 1 and 2) that was published by the Division of Further Education early in 1992. From September to December, 1992, that background or parent document provided the focus for dozens of professional development activities around Victoria. It is largely the findings of that reasonably comprehensive field-testing that have shaped this revised version. This document is being reproduced in this revised version for two reasons. Firstly, it provides practitioners familiar with the initial publication a modified version that incorporates subsequent thinking. Secondly, it gives practitioners unfamiliar with this initial publication the historical antecedent to the competencies derived from this work, that are the reading and writing competencies of the Victorian Adult English Language, Literacy and Numeracy Accreditation Framework and the Certificates of General Education for Adults.

The first changes to note are the re-naming of the document and the amalgamation of two volumes into one. The new name, "Curriculum Model for Reading and Writing", describes the role of the document as a guiding influence in curriculum development both at a local and a state-wide level. The amalgamation of the two volumes is in the interests of convenience.

The other changes relate to new content and changed wording within the document itself. The term "Literacy for" has been converted to "Literacy as" in the belief that the new term is a truer description of literacy purposes and processes. This reframing makes literacy the active agent rather than it being implied to be the first step in a two-step process in which literacy activities and social consequences are seen to be separate, sequential matters.

In the same vein, in the interests of being more precise and strengthening the meaning of key terms in the original documents, "Self Expression" has become "Self Exploration" and "Practical Purposes" has become "Procedure". As well, in the section on Strands, "Tone" has been expanded to "Persona/Tone/Stance", and "Length/Shape" altered to "Length/Structure". All these changes are an attempt to overcome misleading associations unintended in the original document.

In response to commonly asked questions, some new texts, in the form of extra questions and answers, have been included in the section "Four Literacies = Comprehensive Literacy". The other new text is located in the same section under the question "What are the Four Literacies?". To supplement the thumbnail description of each domain, in which some representative texts and common genres are mentioned, new text has been added which includes "key terms", "recurrent themes", "current issues" and "common contexts" for each domain. These additions acknowledge and emphasise the close and powerful relationship

between literacy and discourses: they are an early effort to make some of the tacit concepts and theories dominant in each domain more explicit.

Finally, the Competence Statement format has been sharpened to give prominence to the achievement of effective social action rather than mere text manipulation. Please note, in reading this appendix that these statements were reformatted for accreditation purposes. My thanks, once again, to Glenda Wilkinson for her tireless work in producing this document.

I hope this more clearly focussed document continues to be a guiding beacon to adult basic education workers where ever they/we are.

Delia Bradshaw,
February, 1993

# INTRODUCTION

## *Aims*

The aims of the three-month phase 1 project at the end of 1991 that produced this document were:

- to provide the Division of Further Education with a negotiated development of a comprehensive document presenting the core skills/competencies for each of the four levels across the adult literacy area;
- to provide the guidelines for the development of teacher and student materials to be conducted in phases 2 and 3. (It was later decided that the guidelines become part of phase 2.)

## *Achievements*

Between 23 September 1991 and 30 December 1991, the following was achieved:

- a second half day consultative conference in which 60 adult literacy basic education practitioners from across the state participated;
- reports of 30 individual or small group consultations with experienced ALBE practitioners from TAFE, workplace and community programs, from both city and country venues;
- a literature search for relevant "equivalent" documents produced both in Australia and England and for relevant linguistics texts;
- 4 lengthy Curriculum Design Working Group meetings;
- this report paper.

## *Scope of Paper*

This report contains the following:

- an explanation of the educational principles informing the competence statements that are presented;
- a description of four literacies proposed as constituents of comprehensive literacy competence;
- an outline of how the competence statements are organised;
- the sixteen proposed Writing Competence Statements
- the sixteen proposed Reading Competence Statements.

## *Structure of Paper*

This paper begins with an outline of the 9 educational principles on which the competence statements for adult reading and writing are based and ends with the presentation of the competence statements for reading and writing at a glance. It also provides an account of the literacy model informing these statements, and an explanation of how and why the competence statements are organised the way they are.

## *Assumptions*

This paper is based on the following assumptions:

- that the term "literacy" refers to that comprehensive intellectual and educational process concerned with the way language is used to make meaning. It involves all Adult Literacy and Basic Education (ALBE) programs, not just those with "literacy" in their course or program names. The term therefore encompasses the educational activities of adult basic education courses, workplace basic education courses and compensatory education courses. It refers, that

is, to underlying phenomena and processes, not to any one particular "literacy" course;

- that the ALBE field covers that broad spectrum of educational activity from programs for adults at the earliest stages of reading and writing through to programs for preparation for Victorian Certificate of Education (VCE);
- that the four levels chosen for official public accreditation are those points that teachers/tutors indicate are significant literacy milestones across this spectrum;
- that between each publicly recognised milestone is an infinite number of key educational and individual milestones that teachers/tutors value and acknowledge;
- that the means whereby students are enabled to achieve the competence described, that is, the educational planning, syllabus, activities and resources that realise the educational aims implicit in these statements, was not within the terms of reference of this paper;
- that the primary purpose of the competence statements is to assist teachers/tutors/co-ordinators
  - in placing students in their own program or referring them elsewhere;
  - in planning ALBE programs and
  - in recording student progress

  through providing some explicit criteria drawn from what currently appears to tacitly guide their educational judgments in these situations and which can be made explicit thanks to the theoretical contributions of linguists;
- that this paper will eventually be accompanied by other curriculum papers that document the diversity of ways in which ALBE teachers/tutors work towards students becoming more competent readers, writers and thinkers;
- that a follow up document on assessment criteria and procedures will describe what is considered appropriate evidence of competence and suitable organisation of the assessment process;
- that the competence described in this paper is what can be done independently by individuals drawing on their own resources, including knowing when and how to seek advice and assistance from others;
- that the competence statements describe what is achieved at the "exit" end of the level;
- that for placement purposes, the "entry" level for each competence may include reference to the "exit" level of the one before as a guide;
- that entry to level one encompasses a wide range of starting points;
- that the choice of the first literacy achievement to be accredited in an official and formal way as the reading and/or writing of one sentence at exit level one is in accord with equivalent national and international ALBE certification trends;
- that "exit" at level four describes readiness for entry to Adult VCE and equivalent educational or training courses;
- that the term "text" refers to any "meaningful stretch of language, oral or written" (Derewianka). This therefore includes conversations, a very simple or one-word sentence, labels and slogans;
- that this paper is intended as a first word, not the last word, on the matter of what constitutes competence in adult literacy and basic education, and has been field-tested for at least a year to ascertain the following:

- the usefulness and flexibility of the curriculum model proposed;
- whether this framework caters for the full range of ALBE students;
- how teachers'/tutors' educational judgments relate to the competence descriptions;
- the comprehensiveness and accuracy of the literacy competence statements.

# NINE EDUCATIONAL PRINCIPLES

The Adult Reading and Writing Competence Statements are based on nine inter-connected educational principles. The early ones make claims about the literacy process itself and the later ones make propositions about good practice in adult literacy and basic education. These nine principles are:

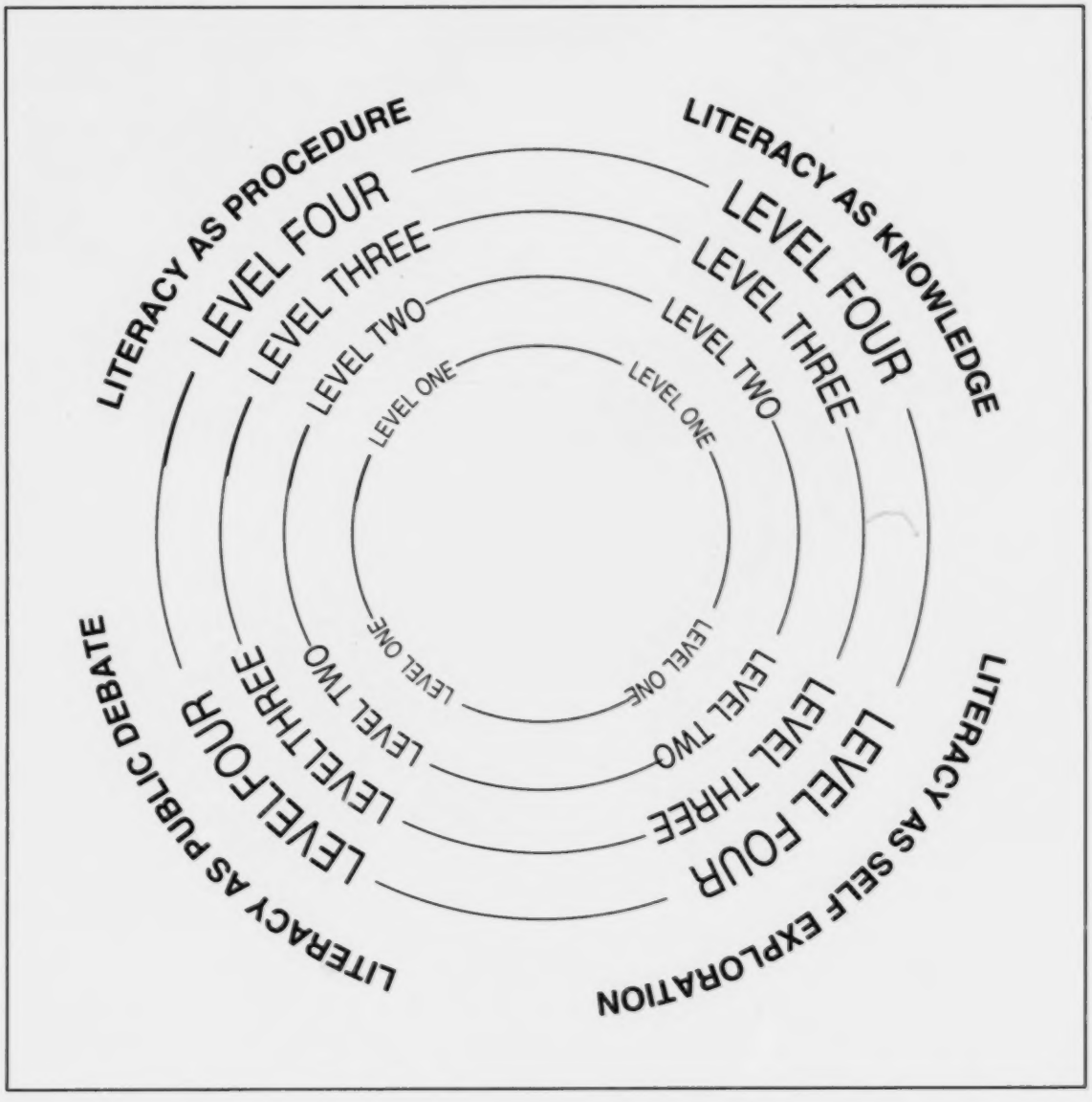
- *one*, that "literacy" cannot be talked about as if it is a monolithic undifferentiated whole, but rather that it needs to be seen as **an amalgam of distinctive "literacies"** requiring a range of capacities to read and write texts that have been constructed for quite particular social purposes and consequences;
- *two*, that **four "literacies"** - herein identified as literacy as self exploration, literacy as procedure, literacy as knowledge and literacy as participation in public debate - are fundamental to the development of the versatile and critical competence needed for active participation in family, community and civic life, the workplace, commercial life, education and governmental institutions;
- *three*, that the four literacies, whilst named separately for the purpose of highlighting which literacies define literacy competence today, are **not autonomous compartments** that exist apart from each other;
- *four*, that this literacy model does **not** concentrate on meaning **at the expense of "the basics"** but sees them as servants of each other;
- *five*, that the development of competence in various literacies is intimately entwined with, and influenced by, **cognitive, emotional, psychological and social factors;**
- *six*, that ALBE programs, if they are to contribute to adults being effectively functioning human beings in a late twentieth century western society like Australia, **need to teach students** to recognise, interpret, use, critique and adapt the various "literacies" and related texts that exist in and shape our contemporary society;
- *seven*, that although different ALBE programs may emphasise a specific literacy, they will be unable to totally exclude the other literacies;
- *eight*, that the scope of Adult Literacy and Basic Education can be seen as a developmental pathway from the earliest stages of reading and writing to an increasing capacity to undertake a wide range of employment, vocational training, and/or other formal study (including VCE) opportunities, and that based on Victorian ALBE program trends, four key milestones can be identified along this pathway, embodied in the four levels.
- *nine*, that this curriculum framework, like any human artefact constructed at a particular historical point in time, whilst inevitably **culture-bound and time-bound**, is designed to be flexible enough to accommodate the vast array of contexts and purposes that constitutes Adult Literacy Basic Education work today.

*IN SUMMARY*, these Adult Reading and Writing Competence Statements address four "literacies" associated with four different domains of reading, writing, speaking and listening;

- these four domains are:
  - literacy as self exploration
  - literacy as procedure
  - literacy as knowledge
  - literacy as participation in public debate;
- all four literacies are needed for active participation in:
  - family and social life
  - workplace and institutional settings
  - education and training contexts
  - community and civic life;
- increased competence in the four literacies assist personal, interpersonal, cognitive, psychological, social and cultural development;
- all four literacies need to be explicitly taught;
- ALBE work encompassing these literacies can be divided into four levels;
- this literacy model can accommodate a range of ALBE settings, programs and emphases.

The diagram on the next page demonstrates how the four literacies inter-relate to achieve an all-embracing literacy competence. It represents the four levels as a continuously expanding literacy repertoire.

# FOUR LITERACIES = COMPREHENSIVE LITERACY



# FOUR LITERACIES = COMPREHENSIVE LITERACY

## *What are the four literacies?*

If acts of speaking, listening, reading and writing are interpreted as ways of participating in social life, it is important to delineate the key contexts of contemporary social life. One way to do this is by defining contexts in terms of the main purposes and concepts shaping them. Using this approach it is possible to isolate four major contexts within contemporary social life and four corresponding literacies.

*LITERACY AS SELF EXPLORATION.*
This literacy focuses on developing a strong sense of self and of personal identity in ALBE students. It encourages students to explore and develop this sense of self by employing forms of reading and writing (and discussion) that focus on aspects of personal life and meaning, and the cultures that shape these. This literacy includes a focus on students' sense of connection with cultural traditions and to others around them.

*Some representative texts:* stories, poetry, autobiographies, letters, diaries, journals, novels, plays, myths and legends, creative writing, journals, greeting cards.

*Common genres:* narratives, recounts, anecdotes, moral tales.

*Key terms:* freedom, personality, identity, self, culture, class, gender, beliefs.

*Recurrent themes:* liberalism, multiculturalism, feminism, psychotherapy, religion, racism, sexism.

*Current issues:* nature .v. nurture, dependence .v. independence, pluralism/conformity, parenting, personal growth/therapy.

*Common contexts:* interviews (magazines, t.v., radio), T.V. "soapies", films ("real life" documentaries, biographies).

*LITERACY AS PROCEDURE.*
This literacy focuses on competence in functional forms of communication which are now a crucial aspect of everyday competence within modern life. The rapid turn-over in technologies and institutional structures within contemporary life mean that everyday competence generally, but especially in the workplace and dealing with bureaucracy, can no longer rely on traditional habits or routines. Increasingly, workers and others need to be able to "relate" to the major social and industrial changes occurring. Developing procedures connected with the relevant interpersonal skills and new technology-based forms of creating, storing, conveying and accessing practical information would also fall within this literacy as procedure.

*Some representative texts:* instructions at a group meeting, instruction sheets, manuals, forms, directions, signs, notices, handbooks, messages, notes, incident reports, minutes, business letters, street maps, practical information located in a range of storage media, job descriptions, telephone, labels, memos, workbooks.

*Common genres:* instructions, procedures.

*Key terms:* bureaucracy, efficiency, productivity, privacy, confidentiality, management, workplace reform, usefulness.

*Recurrent themes:* industrial democracy, restructuring, professionalism, post-Fordism.

*Current issues:* unions/employers, worker/management, profit/exploitation, powerlessness/control, poverty/wealth, mental/manual.

*Common contexts:* workplace bulletins and noticeboards, policy statements, government brochures, charts and graphs.

*LITERACY AS KNOWLEDGE.*
This literacy focuses on the increasing need for adults to be able to understand and draw on knowledge produced by traditional and modern disciplines. The most obvious context in which this is needed is when undertaking retraining or further education. This literacy focuses on the forms of reading and writing used to explain underlying principles, concepts and theories, be they mechanical explanations, technological explanations, systems explanations, sociological explanations, historical explanations or scientific explanations. "Learning to learn" in the sense of understanding and dealing with the conventions and demands of modern educational institutions also falls within this literacy.

*Some representative texts:* textbooks, non-fiction interest books, information sheets, dictionaries, encyclopedias, subject reference books.

*Common genres:* explanations, information reports.

*Key terms:* intellect, mind, thought, facts, opinions, objective, subjective, logic, tradition, truth, the "-ologies" (e.g. sociology, biology, psychology ... )

*Recurrent themes:* rationalism, materialism, idealism, humanism, scientific revolution.

*Current issues:* objectivity .v. subjectivity, science .v. humanities, classical knowledge/personal knowledge, silent marginalized voices/dominant voices, Eastern .v. Western, personal/impersonal.

*Current contexts:* journals, specialist magazines, feature articles, documentaries, textbooks.

*LITERACY AS PUBLIC DEBATE.* This literacy focuses on developing the capacities of adults to follow and participate in public debate. As citizens of a modern democratic country it is important that all adults be able to engage with contemporary debates concerning matters of public concern. This literacy focuses on the forms of argument and reasoning used to justify and criticise policy proposals in public debate.

*Some representative texts:* articles by newspaper columnists, Letters to the Editor, Editorials, policy documents, publicity material, pressure group materials, debates.

*Common genres:* arguments, expositions, discussions.

*Key terms:* equality, peace, prosperity, justice, community, liberty, happiness, legality.

*Recurrent themes:* socialism, liberalism, democracy, tyranny, conservatism, technocracy.

*Common contexts:* current affairs programs, parliament, courtrooms, protest speeches, political speeches, rallies, newspapers.

### *Integrating the Four Literacies*

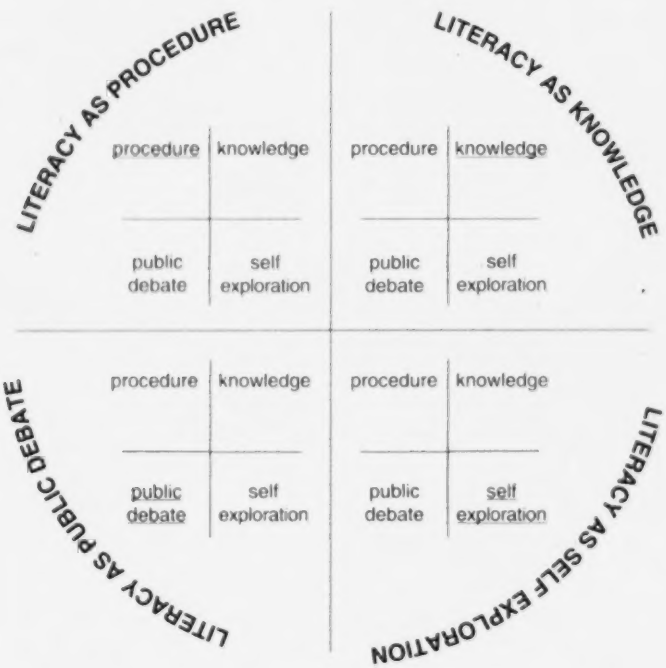
These four literacies, seen together as a whole, provide students with the practical skills, knowledge, concepts, value systems and critical thinking capacities to successfully fulfil any, or all, or any combination of, the widely-promoted and widely adopted ALBE aims of further study/training, employment, personal development and community participation. Together, they provide conceptual knowledge and introduction to the relevant discourses through a multi-dimensional basic general language education, the essential foundation for any learning.

The four literacies chosen achieve different social purposes. Each of the four literacies highlighted can be associated with certain types of texts. These texts tend to favour certain domains of

thinking and meaning, and particular competencies are required if students are to be successful and critical readers and writers of such texts. In designing the Writing and Reading Competence statements, special emphasis has been given to key text genres within each literacy. For example, narrative texts have been highlighted in Literacy as Self Exploration, procedural texts in Literacy as Procedure, explanatory texts in Literacy as Knowledge and argumentative texts in Literacy as Public Debate. It is to be remembered that these **generic** text types embrace and are to found in a range of **representative** texts. For example, procedural texts include manuals, signs, forms and instruction booklets.

Whilst specific text genres have been associated with particular literacy domains, other text genres may also achieve that same purpose. For example, by naming narrative as the predominant mode of achieving "Literacy as Self-Exploration" is not to deny that other text genres can contribute to this. The competence statements have been organised around the most favoured generic text types to ensure competence in the fundamental text types, not to deny the place of others.

Likewise, this literacy model does not suggest that the literacies act independently of each other. Whilst the focus within each particular literacy is primarily on self exploration or procedures or knowledge or public debate, each of the literacy areas often contains resonances of the other three. This is best illustrated in the diagram below, an adaptation of a diagram presented by Rob McCormack at the First Consultative Conference on 16 August, 1991:




So, in summary,

- each literacy domain, whilst having a primary social focus, usually contains traces of the others;
- each literacy, whilst associated primarily with particular text genres, often includes others or mixtures of others, as well.

### *Competence Statements as Approximations*

The Reading and Writing Competence Statements that can be found at the end of this document are representative or symptomatic of each of the four literacy domains. They are descriptions of what commonly occurs in each domain, an indication of the ethos of the domain, not a complete embodiment of the multi-dimensional complexity of each domain. They are suggestive, a hint, rather than the last word.

For example, narrative is a frequently recurring genre in Literacy as Self Exploration. It is not the only genre that inhabits that domain, nor does it not appear in the other domains. Likewise, the discourses associated with "Self Exploration" go well beyond "narrative", and some narratives enact discourses associated with other domains. Narrative, or recount, was chosen because it is a significant, possibly the most significent, genre in the domain, probably the best "case study" or representative constellation, of the discourses of "Self Exploration". Competence in narrative is likely, therefore, to be a reasonably reliable predictor of competence in the whole domain. And likewise for the other three domains.

### *What are the four levels within each literacy?*

The four levels refer to a student's increasing sophistication in making meaning. This encompasses both the conceptual domain of meaning and its linguistic realisation. The four levels within each literacy, a picture of expanding conceptual capacity, are described below. The realisation of these concepts in reading and writing is described in the detailed Competence Statements at the end of this document

**Literacy as self-exploration**

*Level 1:* *Persons as facts*
Capacity to read, write and discuss texts that represent the personal self in simple factual statements.

*Level 2:* *Persons as conventional representations*
Capacity to read, write and discuss texts that present a routine, sometimes stereotypical representation of the personal self and others in everyday roles, situations and courses of action.

*Level 3:* *Persons as multi-dimensional*
Capacity to explore in reading, writing and discussion texts that portray the multi-faceted nature of the personal self and others including such aspects as feelings, emotions, attitudes, fantasies, inconsistencies, humour and irony.

*Level 4:* *Persons as complex wholes*
Capacity to read, represent and discuss texts that incorporate the complexities of the personal self and others associated with inner/outer, reason/emotion, public/private, past/present, reality/fantasy, seriousness/humour in ways that form a coherent sense of the whole person.

**Literacy as procedure**

*Level 1:* *Action as recounting*
Capacity to read, write and explain orally how to do something.

*Level 2:* *Action as convention*
Capacity to read, write and speak in habitual sequences and formats related to practical context.

*Level 3:* *Action as awareness*
Capacity to read, write, and speak in practical contexts taking account of possible contingencies and different audiences.

*Level 4:* *Action as understanding*
Capacity to read, write and speak in practical contexts about quite complicated and complex courses of action for a range of audiences.

**Literacy as knowledge**

*Level 1:* *Knowledge as listing facts*
Capacity to read, write and speak listing some facts about the topic in simple sentences.

*Level 2:* *Knowledge as ordered facts*
Capacity to read, write and discuss short texts that organise facts into a customary pattern or schema.

*Level 3:* *Knowledge as making sense of facts*
Capacity to read, write and discuss texts which organise facts about a topic into a coherent flow of sentences by explicitly employing linguistic and textual features to do with space, time, cause and effect, illustration, definition.

*Level 4:* *Knowledge as reasoning about facts*
Capacity to read, write and discuss texts that define, explain, illustrate and begin to propose a specific reasoned interpretation of the facts against other interpretations.

**Literacy as public debate**

*Level 1:* *Debate as expressing an opinion*
Capacity to read, write and discuss short texts stating an opinion concerning issues of public concern.

*Level 2:* *Debate as explaining an opinion*
Capacity to read, write and discuss short texts that present reasons for a personal opinion concerning issues of public concern.

*Level 3:* *Debate as justifying an opinion*
Capacity to read, write and discuss short texts that describe an issue of public concern and that provide a reasonable justification for an opinion on that issue.

*Level 4:* *Debate as arguing for a policy*
Capacity to read, write and discuss texts that give a detailed description of an issue of public concern, and that argues for one interpretation of the issue against other possible interpretations.

## *How are the Competence Statements organized?*

All the statements follow the same format. This format consists of a framing stem sentence followed by sub-sections, four in the Writing and seven in the Reading. The diagrams below illustrate this format.

**WRITING**

*Can compose a ( ... TEXT PURPOSE ...) that*

*(a) ... (something about the SUBJECT MATTER)...*
*(b) ... (something about the PERSONA/TONE/STANCE) ...*
*(c) ... (something about the LANGUAGE FEATURES) ...*
*(d) ... (something about the LENGTH/STRUCTURE) ...*

*Characteristics of the text showing the four common strands*

***Exit Level (..)***

For example, the *Level 2* Writing competence statement for "Literacy for Public Debate" reads as follows:

Can compose a simple argument *(TEXT PURPOSE)* that

(a) offers evidence for a point of view on the basis of personal and popular knowledge; *(SUBJECT MATTER)*

(b) appeals to the emotions through exclamations and emotive words; *PERSONA/TONE/STANCE)*

(c) links two pieces of information logically through the use of simple cause-and-effect conjunctions (eg. "because"), with spasmodic accuracy in spelling; *(LANGUAGE FEATURES)*

(d) organises the paragraph into main point followed by reason. *(LENGTH/STRUCTURE)*

***Exit Level 2***

**READING**

*Can demonstrate that meaning has been made from a ( ... TEXT PURPOSE ... ) that*

*(a) ... (something about the SUBJECT MATTER) ...*

*(b) ... (something about the PERSONA/TONE/STANCE) ...*

*(c) ... (something about the GRAPHIC FEATURES) ...*

*(d) ... (something about the LANGUAGE FEATURES) ...*

*Characteristics of the text showing the four common strands*

*by being able to*

*(e) ... (something about the STRUCTURE/LENGTH) ...*

*(f) ... (something about COMPREHENSION) ...*

*(g) ... (something about APPLICATION) ...*

*(h) ... (something about CRITIQUE) ...*

*What the reader does with the text showing the three common strands*

***Exit Level (..)***

For example, the Level 2 reading competence statement for "Literacy for Self Exploration" reads as follows:

Can demonstrate that meaning has been made from a narrative or literary text *(TEXT PURPOSE)* that:

(a) presents mostly familiar characters, setting or events in mostly everyday language *(SUBJECT MATTER)*;

(b) has more than one clearly indicated voice or perspective *(PERSONA/TONE/STANCE)*;

(c) may contain related illustrations *(GRAPHICS)*;

(d) uses a variety of sentences linked by conjunctions to do with time to create a simple chronological sequence *(LANGUAGE FEATURES)*;

(e) has the structure of a story about a paragraph long *(STRUCTURE/LENGTH)* by being able to

(f/g) identify the main point and general flow of the story or piece;

(f/g) locate key descriptive details;

(f/g) link it to personal knowledge or experiences, with similar stories or literary texts;

(h) express an opinion on particular characters or the story as a whole.

***Exit Level 2***

This format makes it possible to describe what a student can do, within each of the four literacies, at each of the four exit levels, according to consistent criteria derived from strands that run through each domain.

## *What characterizes the strands?*

There are four strands that run through the Writing Competence Statements: they are Subject Matter (a); Persona/Tone/Stance (b); Language (c); Structure/Length (d). The seven strands that run through the Reading Competence Statements are: the four Writing strands plus Comprehension (e); Application (f); Critique (g).

The diagrams below describe some of the characteristics that makes a text what it is. The degrees of sophistication in competence required for each of the characteristics from level one to level four, are presented as a spectrum or continuum for each of the seven strands. These seven strands that provide the structure for the Competence Statements foreground content and the way it is perceived and organized. Surface language features are thus seen as servants or carriers of meaning.

*Entry Level 1*

First hand here-and-now experience
Concrete/close/egocentric knowledge
Everyday familiar knowledge and vocabulary
Imprecise unmodified generality
Literal

## SUBJECT MATTER

Wide ranging in time and topic
Abstract/distant/multi-cultural/multi- perspective knowledge
Technical/specialist knowledge and vocabulary
Specific well-defined particularity
Inferential

*Exit Level 4*

## STRAND (a)

*Entry Level 1*

Uncritical stance re subject matter
Highly personalised chatty tone
Writer embedded in the text
"Subjective"
Uncertainty/inappropriacy of mood(s) and register

## PERSONA/TONE/STANCE

Critical relationship with subject matter
Impersonal more formal tone
Writer distant from text
"Objective"
Consistently and confidently sustained appropriate mood(s) and register

*Exit Level 4*

## STRAND (b)

*Entry Level*
Spoken-like: language with action
Spontaneous
Shared context contributes to meaning
Dialogue
Immediate audience
External referencing: ambiguous reference to theme/participants outside speech
Lexically sparse (few content words)
Unbroken flow
Loosely co-ordinated simple sentences
Mostly additive conjunctions (e.g. "and")
Active voice
Predominance of verbs
Encoded in sound: intonation and pauses
Early stage of grapho-phonic conventions
Range and characteristics of spoken genres
Language accompanying action

## LANGUAGE:

***From Informal Speech to Formal Writing***

Written-like: language of reflection
Pre-planned
Lexical items replace reference to external items
Monologue
Distant audience
Internal referencing: consistent tracking of theme/participants within the text
Lexically dense (a high percentage of content words)
Chunked into sentences, paragraphs, and the appropriate generic layout
Coherent organisation of different and complex clause types
Connections made through verbs and nouns as well as conjunctions
Passive voice
Use of nominalisation
Encoded in print: sophisticated grapho-phonic conventions, with high degree of accuracy in spelling
Range and characteristics of written genres
Language distant from the action

***Exit Level 4***

## STRAND (c)

*Entry Level 1*
Rudimentary genre structure
Simple connections and organisation of ideas
Shortish: can sustain for a short while

STRUCTURE/LENGTH

Well developed and sustained genre structure
Complex connections and organisation of ideas
Longish: can sustain for some length

*Exit Level 4*

STRAND (d)

142

*Entry Level 1*
Comprehend literal idea
Identify main idea
Recognise different basic text structures
Recall some prior knowledge of the subject/topic

## COMPREHENSION

Comprehend inferential meaning
Identify key ideas and supporting details
Detect the significance of the relationship between organised patterns in texts (structure) and the ideas and ways of knowing and thinking they express
Review and re-arrange knowledge of the subject/topic
*Exit Level 4*

STRAND (e)

---

*Entry Level 1*
Carry out a simply described task required by the text or an external agent (e.g. teacher)

## APPLICATION

Carry out a complex or inadequately described task, required by the text or an external agent (e.g. teacher)
*Exit Level 4*

STRAND (f)

---

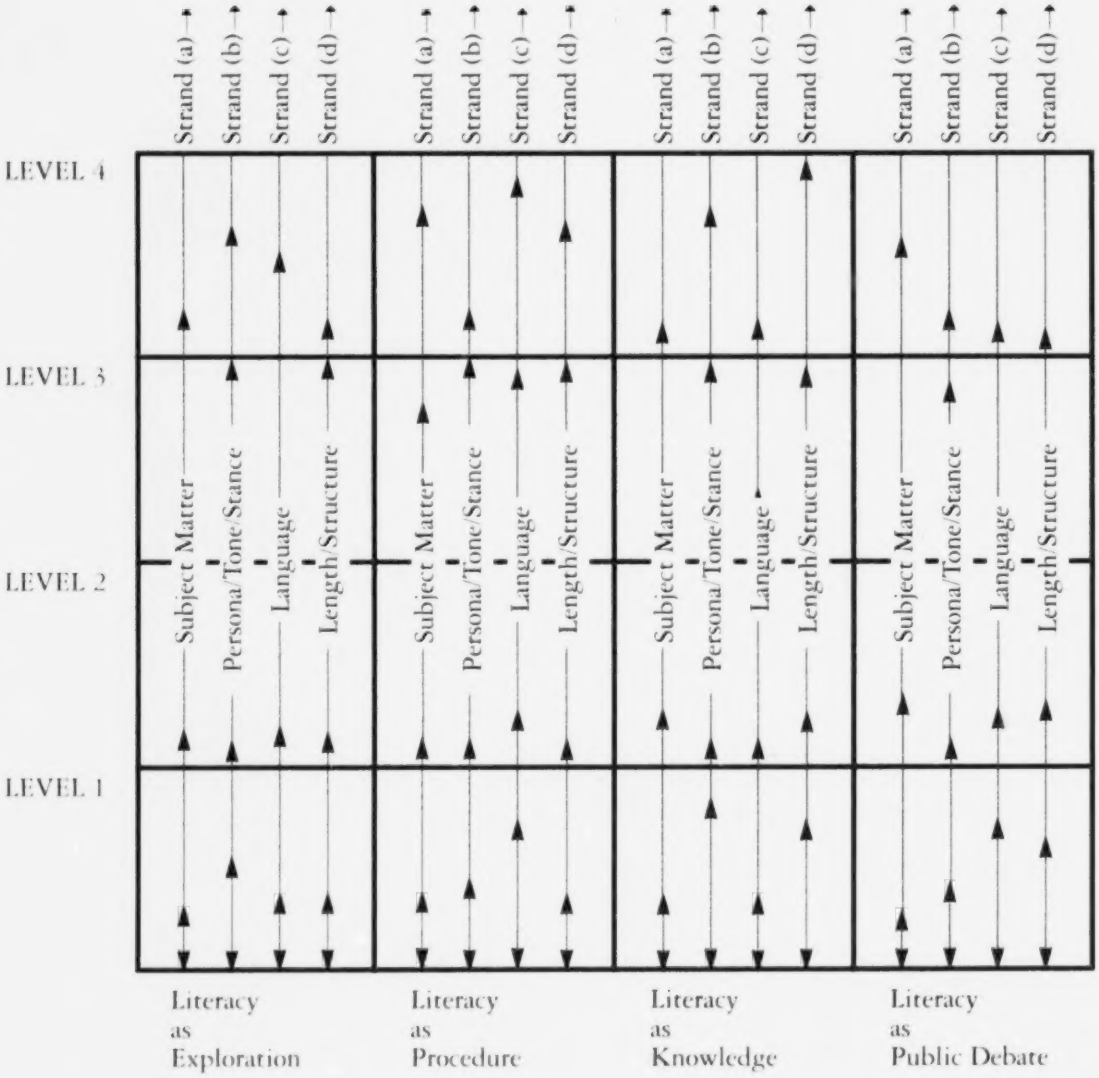
*Entry Level 1*
Recognise clearly expressed fact and opinion
Express a simple opinion on the topic, subject matter or general presentation

## CRITIQUE

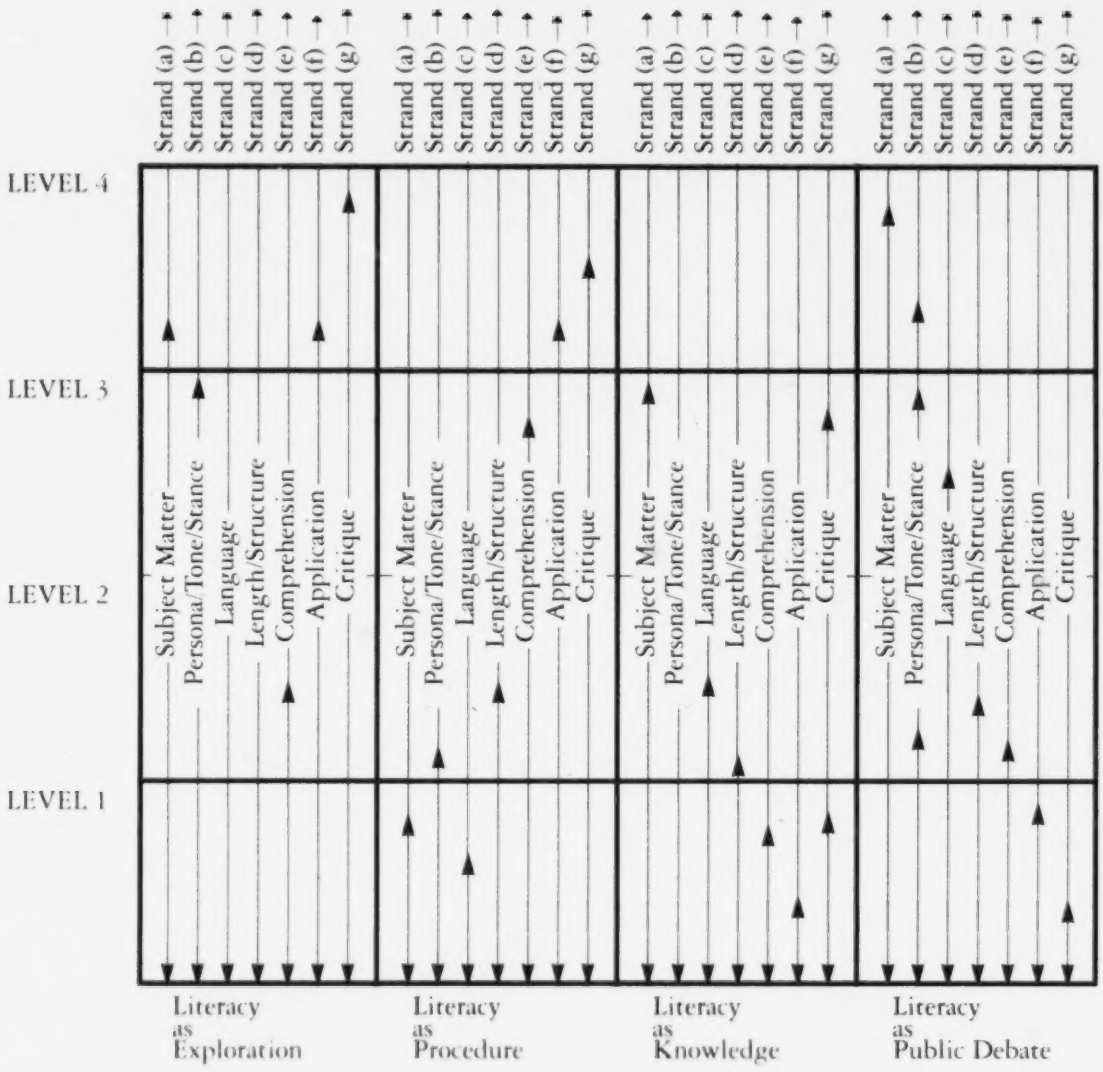
Differentiate between data and veiled interpretation
Identify and evaluate the ideas and values implied in and by the text, including the writer's standpoint
*Exit Level 4*

STRAND (g)

The relationship between the levels, literacies and strands for each of Writing and Reading can be expressed graphically thus:




WRITING




## READING

Unlike these angular and linear diagrams, however, the Competence statements to follow have been deliberately written as complex sentences to show the inter-connectedness and inter-dependence of all the strands. The sentences have been deliberately constructed in this complex way in the belief that the seven strands informing the statements - subject matter, persona/tone/stance, language, structure, length, comprehension, application and critique - co-exist simultaneously, together constituting a multi-textured, indivisible, complicated reality that cannot be expressed as apparently unconnected, dot-point fragments.

# NINE EDUCATIONAL PRINCIPLES:

# SOME QUESTIONS CONSIDERED

*PRINCIPLE ONE: Literacy cannot be talked about as if it is a monolithic undifferentiated whole, but rather that it needs to be seen as* ***an amalgam of distinctive "literacies"*** *requiring a range of capacities to read and write texts that have been constructed for quite particular social purposes and consequences.*

*What is literacy learning?*

Most Victorian literacy curriculum documents argue that literacy should be seen as the integration of speaking, listening, reading and writing and that student development be described in terms of increasing competence in each of these. This literacy model, whilst endorsing the integration of speaking, listening, reading and writing, insists that literacy should not be defined only as facility with different communication channels or linguistic media. Rather, these acts of speaking, listening, reading and writing should be seen as ways of participating in social life. Communication is not simply sending messages to one another, but ways of engaging with one another to build aspects and patterns of meaning in social life. Thus literacy learning is an apprenticeship into the ways of speaking, listening, reading and writing that determine and result from different social contexts.

There are, however, significant differences between speaking and listening on the one hand, and reading and writing on the other. Speaking and listening tend to be more interactive and thus more actively engaged in concrete action, while reading and writing tend to be more distant and abstract and hence more reflective. Both capacities, the capacity for concrete action and the capacity for abstract understanding, are important for full participation in contemporary life.

*PRINCIPLE TWO: The four "literacies" - herein identified as literacy as self exploration, literacy as procedure, literacy as knowledge and literacy as participation in public debate - are fundamental to the development of the versatile and critical competence needed for active participation in family, community and civic life, the workplace and commercial life, education and governmental institutions.*

*Why four literacies?*

These four literacies make up a greater whole called "literacy". Singling out four is not meant to imply that there is an infinite number of "literacies" abroad, and that these four have been chosen at random, or at the exclusion of others. They are the result of taking a closer look at the global term "literacy" in order to be very specific about what "literacy" entails. The four combined provide not only a comprehensive model, encompassing the range of literacy activities to be found in Victoria ALBE programs today, but also a broadly accommodating structure for talking about literacy as it is evolving in Victoria and around the world today. These four "literacies" were chosen because, together, they equip adults for the civic, socio-cultural and job-related demands that contemporary Australian society places on its citizens.

Described according to the particular social purposes they serve within contemporary social life, these four literacies can be briefly summarised as:

- *literacy as self exploration* - the capacity to read and write texts that describe personal or vicarious experience, that experiment with the use of language itself. It is often associated with the domain of personal values, self exploration and identity formation (eg. stories and journals);
- *literacy as procedure* - the capacity to read and write texts that give instructions, that initiate actions, that describe how to undertake various learning strategies or complete tasks. It is often associated with the domain of practical skill development (eg. manuals and safety regulations);
- *literacy as knowledge* - the capacity to read and write texts that describe or explain "objectively", that favour the process of classifying and sequencing of scientific or cultural phenomena, that sequence information about particular topics. It is often associated with the domain of factual knowledge acquisition (eg. dictionaries and encyclopaedia);
- *literacy as public debate* - the capacity to read and write texts that discuss or argue through a series of propositions. It is often associated with the domain of civic participation (eg. "letters to the editor" and publicity material).

Thus defined, these four literacies embrace the range of texts associated with private life, the community, the workplace, education, politics and bureaucracy. Because they spell out the different sorts of literacies that constitute the literacy demands of life today, they make it abundantly clear that competence in all four is necessary for full and active participation. Indeed, together they provide the requirements needed to achieve the traditional ALBE aims of personal development, employment, further study and/or community participation.

It is worth stressing, however, that because they are different literacies, each with its own distinctive social purpose and social outcomes, competence in one does not ensure competence in any of the others. It is to ensure that ALBE students become competent in **each** of these socially empowering literacies that this model has singled out, named and addressed these particular four.

*PRINCIPLE THREE: The four literacies, whilst named separately for the purpose of highlighting which literacies define literacy competence today, are* ***not autonomous compartments*** *that exist apart from each other.*

*But can, or should they, be separated from each other?*
The purpose of naming these four literacies is two-fold:

(a) to stress that "literacy" is made up of distinctive domain-specific "literacies", and that the four named here are derived from what our society values as "literacy" today;

(b) to emphasise that literacy competence, and the knowledge and power that accompany it, must mean competence in all four literacies.

The act of naming is a deliberate act of making explicit what counts for (educational) achievement in Victoria today. This attempt to spell out what is often implicitly only known by the more educationally successful runs the risk, however, of implying that these four domains are stand-alone, disconnected entities. Any text contains traces, however faint, of the four. All four literacies co-exist within each other. Because all texts however have evolved to fulfil particular social purposes, in any situation one literacy serves that purpose better than any other, and is, therefore, the primary organising presence in that context for that purpose. For example, the

narrative form has evolved to tell stories, to highlight the personal voice, whereas the procedural form has evolved to enable a clear description of how to carry out some particular activity. In any particular situation, that literacy, with its associated conventions and linguistic features will be the dominant influence, the others being servants to that end. So it is fitting to separate "literacy" into four literacies, each with its own special domain, whilst simultaneously remembering that each generally carries resonances of the others.

**Competence then comes to consist of being able to understand and enact the specific discourses and purposes of different texts, and of knowing when and how to recognise and construct multi-discursive, multi-generic texts.**

This stranding out, though necessarily an awkward contrivance, is proposed nevertheless as an essential first step by which a literate person approaches the ultimate goal of developing a vast repertoire of discourses and language resources. It is proposed as the groundwork needed for constructing, modifying, playing with and combining the four "literacies" specified here.

*PRINCIPLE FOUR: This literacy model does not concentrate on meaning at the expense of "the basics" but sees them as servants of each other.*

*What about "the basics" such as spelling, punctuation and grammar?*

Although this literacy model is couched in terms of the way language is used to make meanings in specific contexts in relation to key purposes, it is essential to keep in mind that these meanings are made by drawing on the lexical and grammatical features of the English language. This means that to explicitly teach ALBE students how to participate in making the meanings appropriate to these different purposes necessarily entails detailed attention to "the basics" of language. Issues of spelling, grammar, punctuation, layout and vocabulary are key vehicles for teaching students precisely how to make the meanings they need.

For example, workers who need ALBE in order to undertake industry training need to understand the characteristic grammar used in their training curriculum documents for defining, illustrating and explaining procedures, uses, functions and structures. Explicit attention to the detailed linguistic ways these are done is crucial if workers are to read them with understanding.

So, this literacy model does not concentrate on meaning at the expense of "the basics". Rather it makes sense of "the basics" for ALBE students by relating "the basics" to meanings and purposes, and it makes sense of meanings and purposes by relating them back to "the basics" of language.

*PRINCIPLE FIVE: The development of competence in various literacies is intimately entwined with, and influenced by, **cognitive, emotional, psychological and social factors.***

*What about self-confidence and conceptual development?*

The influence of cognitive, emotional, psychological and social development on literacy development, debated long and hard for quite some time now, is not ignored in this model. It is approached, however, in relation to what meaning a student makes of texts. The key principle underlying this model is that meaning-making is the result of the encounter between an individual person (and all the forces that shape and have shaped him/her) and the characteristics of the text in question. The diagram at the end of this section illustrates this model. This diagram shows that key agents - gender, class, ethnicity, race, age and schooling - shape an individual's mind, voice and self. The term "mind, voice and self" is a short-hand way of talking about all those factors long recognised by literacy workers as shaping influences, factors

such as self-confidence, cognitive ability, linguistic knowledge, personal and cultural experience, and general cultural and world knowledge. It also shows how the social purpose (whether self exploration, procedure, knowledge or public debate) shapes the way a text is constructed. **Literacy competence comes to mean the degree of meaning-making that occurs when the two come into contact.** The degree of literacy competence is determined by the knowledge of texts a person brings, which in turn is determined by prior encounters with texts which is determined by the life experiences of the person to date.

There is some evidence that suggests that the maturing of self, voice and mind, alters a person's perception of language. As an individual's sense of self expands, so does his/her perception of the role and possibilities of language. This research suggests that the four stages described below, which relate quite strongly to the anecdotal evidence of ALBE practitioners about the stages in literacy development, are fairly common.These stages, described by Belenky, M.F., et al, 1986, ***Women's Ways of Knowing - The Development of Self, Voice and Mind***, Basic Books, New York are:

(i) language as a tool for representing external experience ("gazing outward from own eyes");

(ii) language as a means of collecting facts, rather than ideas ("reads the lines and follows the plot - but not much reading between the lines");

(iii) language as an outlet for the inner voice ("believes first hand experience and the inner voice are the final arbiters of truth");

(iv) language as a repertoire of techniques for engaging in critical analysis and substantiating opinions ("recognises and respects the world's complexities).

This model therefore acknowledges the indisputable influence of psycho-social factors on how (and how well) students engage with texts by incorporating expanding cognitive and conceptual abilities into its descriptions of the four levels of increasing sophistication.

*PRINCIPLE SIX: ALBE programs, if they are to contribute to adults being effectively functioning human beings in a late twentieth century western society like Australia, need to teach students to recognise, interpret, use, critique and adapt the various "literacies" and related texts that exist in and shape our contemporary society.*

*What do teachers and students need to know?*

This model highlights the role of teacher as one knowledgeable about language, its discourses, conventions and purposes. It stresses the role of consciously initiating students into the full range of texts that make up and shape life today, and into the language and literacy activities needed to become both competent language users and critical thinkers in modern industrial society.

*PRINCIPLE SEVEN: Although different ALBE programs may emphasise a specific literacy, they will be unable to totally exclude the other literacies.*

*Could a program teach one literacy only?*

An ALBE program in a particular setting may be tempted to try to deal with only one of these literacies and exclude the other three. However, it would soon become clear that this was self-defeating and ineffective. Different programs will concentrate their focus on specific literacies but will find they cannot exclude the three literacies without undermining their own goal.

For example, a workplace ALBE program may try to focus on the language used for enacting specific workplace procedures (literacy as procedure). However, even in attempting this they will find that it is not possible to exclude issues to do with personality and culture (literacy as self exploration), issues to do with understanding how and why machines and procedures are constructed as they are (literacy as

knowledge), and issues to do with the meaning and motives of various policies and decisions (literacy as public debate). Attempting to exclude these issues would undermine skill formation for a multi-skilled workforce.

These different competencies are increasingly complementary. So, although different ALBE contexts may emphasise a specific literacy, they will be unable to totally exclude the other literacies without undermining their own goals of providing effective programs.

*PRINCIPLE EIGHT: The scope of Adult Literacy and Basic Education can be seen as a* ***developmental pathway*** *from the earliest stages of reading and writing to a readiness to undertake a wide range of employment, vocational training, and other formal study (including VCE) opportunities. Based on Victorian ALBE program trends, this learning model identifies four key milestones along this pathway.*

*Why Four Levels?*

The four stages chosen draw on the features of ALBE program design and placement practice and notions of progress that are commonly found in Victoria today. It became clear through the consultations that most practitioners work on an unwritten notion of student progression through stages, and it is this notion which they draw on when assessing students.

These particular four levels were chosen because this reflects where most Victorian ALBE practitioners locate the significant literacy milestones on a continuous unbroken pathway of literacy development. Whilst acknowledging that each level is **very** broad, spanning within it a huge range of literacy abilities, it is felt to be preferable to leave the fine tuning and sub-division within each level to the field-testing stage. One suggestion worth testing in this stage is that of sub-dividing each level into (i) beginning, (ii) developing and (iii) close to the competence described. This model already demonstrates this for level one as a way of plotting the steps towards reading/writing one sentence.

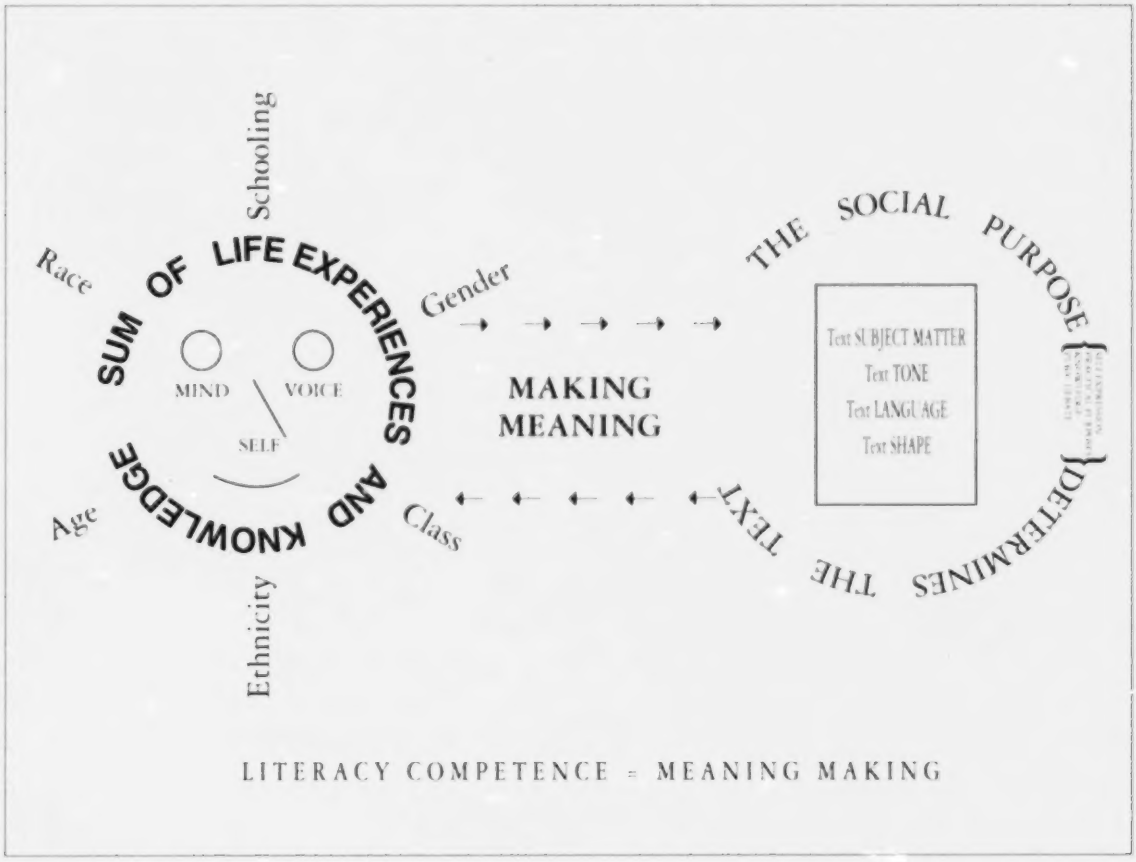
The Adult Basic Education framework therefore provides, for the first time, an opportunity for Victorian practitioners to speak a common language whilst referring to a common map of student progress. The particular strength of this literacy model is not only that it allows practitioners to have a common understanding of key literacy milestones, but it also provides a simple, but precise way of talking with students about areas of literacy competence where they are strong, and areas needing development. It provides a handy way of mapping where students are, and where they can, want or need to go. As well as highlighting the fruits of a student's labours, it provides a way of seeing what's budding. The characteristics of each level are described, in general conceptual terms, in the next section on the Four Literacies and, in particular language terms, in the competence statements themselves at the end of this document.

*PRINCIPLE NINE: This curriculum model, like any human artefact constructed at a particular historical point in time, whilst inevitably* ***culture-bound and time-bound****, is designed to be flexible enough to accommodate a vast array of contexts and ALBE purposes.*

*How culturally inclusive is it?*

As Freebody, P. and Luke, A., "'Literacies' Programs: Debates and Demands in Cultural Context", ***Prospect,*** Vol. 5, No. 3, 1990 assert, "Any notions about what constitutes satisfactory literacy performance are historically and culturally determined". Because we live in a culture of the printed word, in a society that prizes authorship and composition, and that rewards particular kinds of literacy competence, this model is quite consciously designed to ensure that contemporary adults can participate fully and effectively in that society, if they so choose. By implication, however, it urges

teachers and students to ask "Why does our society favour these literacies? What about the literacies other cultures value? What about other culturally valued forms of communication?" By implication, then, it demands discussion of the various ways in which different cultures employ different literacies, of the social justice issues to do with dominance and oppression, justice and injustice, power and powerlessness connected with language and literacy as expressed and measured in contemporary multicultural Australia.



# WRITING COMPETENCE:

## *Literacy as Self Exploration*

***Entry Level 1:***

degrees of competence in forming letters, other print symbols and isolated words, and in talking about print, the necessary pre-conditions for composing a piece of writing.

*Beginning* Can copy numbers, letters and simple familiar words
Can copy own name and address
Can reproduce most of the alphabet

*Developing* Can reproduce own personal details accurately (eg. name, address, age)
Can spell a few familiar phonetically regular words accurately
Can reproduce a limited number of familiar words independently
Can reproduce the most common punctuation devices
Can use a basic vocabulary of print (eg. letter, word, sentence)

Can compose a test that represents the self by composing a recount that:

(a) presents a single familiar activity, idea or experience on matters related to person life and cultural meaning;
(b) expresses a "here-and-now" personal perspective;
(c) is arranged in simple chronological order, sometimes a long sentence with lots of "ands", and with uneven accuracy in spelling;
(d) is likely to be from 1-2 sentences.

***Exit Level 1***

Can compose texts that represent the self by composing a narrative, recount or piece of imaginative writing that:

(a) attempts to combine 2-4 personally familiar events, ideas or experience on matters related to personal life and cultural meaning;
(b) includes a broader personal view point than the personally immediate, referring to other times and places;
(c) uses pronouns precisely, provides descriptive details about actions/people/things/places/thoughts considered unfamiliar to the reader, and with spasmodic accuracy in spelling;
(d) is arranged into a coherent paragraph, the individual sentences being linked by language devices to do with time so as to form a fluid narrative sequence.

***Exit Level 2***

Can compose texts that represent the self by composing a narrative, recount or piece of imaginative writing that:

(a) combines 3 or more ideas or experiences beyond the writer's own everyday, first-hand experience on matters related to personal life and cultural meaning;
(b) acknowledges at least one other point of view;
(c) can connect personal views, personal experiences, the action and/or characters to more general ideas, and

with considerable accuracy in spelling;

(d) sequences 2 paragraphs coherently and displays control of narrative chronology (past, present or future) and topic focus.

*Exit Level 3*

Can compose texts that represent the complexities of the self by composing a narrative, recount or a piece of creative/imaginative/expressive writing that:

(a) ranges over a wide sweep of topics, beliefs, issues and experiences, either personal or imaginative on matters related to personal life and cultural meaning;

(b) incorporates a range of values and perspectives, not all supportive of the writer's own view;

(c) uses literary devices and evocative descriptions of character and atmosphere to locate people and events in time and space, to convey feelings to and infer attitudes, and with a high degree of accuracy in spelling;

(d) shapes a variety of paragraph structures, sentence structures, descriptive devices, voices, rhythms and tenses to demonstrate a moral or point, the structure often consisting of some variation on setting/situation, problem, climax, resolution.

*Exit Level 4*

# WRITING COMPETENCE:

## *Literacy as Procedure*

***Entry Level 1:***
degrees of competence in forming letters, other print symbols and isolated words, and in talking about print, the necessary pre-conditions for composing a piece of writing.

*Beginning* Can copy numbers, letters and simple familiar words
Can copy own name and address
Can reproduce most of the alphabet

*Developing* Can reproduce own personal details accurately (eg. name, address, age)
Can spell a few familiar phonetically regular words accurately
Can reproduce a limited number of familiar words independently
Can reproduce the most common punctuation devices
Can use a basic vocabulary of print (eg. letter, word, sentence)

Can compose text that explains how to do something by composing a simple practical task that:

(a) describes familiar procedures connected with the workplace, bureaucracy or other given social roles in everyday terms;
(b) may move between "I" and "you";
(c) refers to the process/ingredients/steps in general terms, and with uneven accuracy in spelling;
(d) is usually one or two short sentences.

***Exit Level 1***

Can compose a text concerned with procedures by composing a practical text that:

(a) models a familiar text type connected with the workplace, bureaucracy or other given social roles;
(b) describes process clearly, e.g. by beginning each sentence connected with the sequence of events with a verb;
(c) provides specific factual description (eg. shape, size, colour, amount, etc.) about the ingredients, utensils and/or procedures, with spasmodic accuracy in spelling;
(d) creates an orderly sequence through the use of headings, lists and linking words to do with time (eg. first, then ...).

***Exit Level 2***

Can compose two descriptions for the one procedure that:

(a) demonstrate the variations in layout and language features possible within the procedural type connected with the workplace, bureaucracy or other given social roles;
(b) display a variety of tones from formal to informal;
(c) provide quite detailed factual descriptions of both the materials, and the process, with special attention to details of position and sequence, and with considerable accuracy in

spelling;

(d) sequence logically and chronologically by clearly separating goals, materials (if relevant) and steps.

*Exit Level 3*

Can compose a detailed procedural description for both everyday and technical purposes that:

(a) displays knowledge of the specialist technical language and layout features of different instructional text types connected with the workplace, bureaucracy or other given social roles;

(b) may include a commentary (eg. usefulness, danger), as well as clear precise instructions;

(c) provides a very detailed outline of how, where, with what and when, without ambiguity, and with a high degree of accuracy in spelling;

(d) sequence logically by subdividing each stage into headings, sub-headings and numbers, and reinforces clarity with well-chosen, well-placed diagrams.

*Exit Level 4*

# WRITING COMPETENCE:

## *Literacy as Knowledge*

***Entry Level 1:***
degrees of competence in forming letters, other print symbols and isolated words, and in talking about print, the necessary pre-conditions for composing a piece of writing.

*Beginning* Can copy numbers, letters and simple familiar words
Can copy own name and address
Can reproduce most of the alphabet

*Developing* Can reproduce own personal details accurately (eg. name, address, age)
Can spell a few familiar phonetically regular words accurately
Can reproduce a limited number of familiar words independently
Can reproduce the most common punctuation devices
Can use a basic vocabulary of print (eg. letter, word, sentence)

Can compose a factual statement that:

(a) presents one or two items of familiar information in everyday commonplace language on subjects related to science, the humanities, technology or other areas of study;
(b) uses the third person to convey a tone of formality but may include a personal opinion in the first person;
(c) relies mostly on simple sentences in the present tense to convey objective information about features or happenings, and with uneven accuracy in spelling;
(d) is likely to be 1-2 descriptive or explanatory sentences.

***Exit Level 1***

Can compose a text that organises facts by composing a short report that:

(a) organises a number of well-spaced items of factual information or explanation on one topic on subjects related to science, the humanities, technology or other areas of study, using some technical language;
(b) presents information in the neutral tone of a researcher/reporter;
(c) relies mainly on active verbs to explain "how" or "why", to describe processes, events and procedures, with spasmodic accuracy in spelling;
(d) starts with an initial general statement which is then followed by description or explanation, in which the information is ordered by cause-and-effect or classification connections.

***Exit Level 2***

Can compose a text that organises facts by composing an informative or explanatory report that:

(a) classifies different parts or topics of a knowledge area in relation to each other on subjects related to science, the humanities, technology, or other areas of study;
(b) creates a formal tone by using and defining abstract and technical terms appropriate to the discipline or subject;
(c) shows early signs of condensing ideas,

processes, descriptions and/or explanations into abstract nouns, and with a considerable accuracy of spelling;

(d) sequences facts/explanations into an orderly system or a fluid sequence of topic paragraphs, often marked by an introductory topic sentence.

*Exit Level 3*

Can compose a text that proposes a reasoned interpretation of the facts by composing an informative, explanatory or academic report that:

(a) organises a range of concepts and facts within a specialist field of knowledge on subjects related to science, the humanities, technology or other areas of study;

(b) presents the range of definitions or view points "objectively";

(c) features dense sentences containing a number of abstract concepts, and with a high degree of accuracy in spelling;

(d) organises paragraphs into a coherent system or account by using linking devices that show conceptual connections and/or casual relationships.

*Exit Level 4*

# WRITING COMPETENCE:

## *Literacy as Public Debate*

***Entry Level 1:***
degrees of competence in forming letters, other print symbols and isolated words, and in talking about print, the necessary pre-conditions for composing a piece of writing.

*Beginning* Can copy numbers, letters and simple familiar words
Can copy own name and address
Can reproduce most of the alphabet

*Developing* Can reproduce own personal details accurately (eg. name, address, age)
Can spell a few familiar phonetically regular words accurately
Can reproduce a limited number of familiar words independently
Can reproduce the most common punctuation devices
Can use a basic vocabulary of print (eg. letter, word sentence)

Can compose a statement of opinion that:

(a) expresses a personal point of view on a familiar matter concerned with public affairs;
(b) is expressed unconditionally;
(c) is expressed as a simple sentence, and with uneven accuracy in spelling;
(d) is a statement, not proof, of an opinion;

***Exit Level 1***

Can compose a text that explains an opinion by composing a simple argument that:

(a) offers evidence for a point of view on a matter concerned with public affairs on the basis of personal and popular knowledge;
(b) appeals to the emotions through exclamations and emotive words;
(c) links two pieces of information logically through exclamations and emotive words;
(c) links two pieces of information logically through the use of simple cause-and-effect conjunctions (eg. "because"), and with spasmodic accuracy in spelling;
(d) organises the paragraph into a main point followed by reason.

***Exit Level 2***

Can compose a text that justifies an opinion by composing an argumentative piece of writing that:

(a) engages with a personally relevant social or public issue;
(b) admits there are "pros" and "cons", and avoids sweeping one-sided emotive generalisations and expresses tentativeness;
(c) proves its point through linking ideas and information logically, and with considerable accuracy in spelling;
(d) sequences a piece into statement of issue, presentation of at least two reasons and summing up.

***Exit Level 3***

Can compose a text that argues for one interpretation against others by composing a reasoned argumentative texts that:

(a) deals with abstract social concepts, issues or values of public concern;

(b) gives an analytical presentation of alternative evidence as well as the writer's own qualified position;

(c) links the main ideas, with evidence, references and quotes, into a persuasive logical whole through the use of connective devices associated with reasoning, and with a high degree of accuracy in spelling;

(d) moves from introductions, to presentation of several forms of evidence and/or points of view, to a summarising conclusion.

***Exit Level 4***

# READING COMPETENCE:

## *Literacy as Self Exploration*

***Entry Level 1:***

competence in recognising print symbols, in pronunciation and in talking about print, the necessary pre-conditions for making meaning of a written text.

*Beginning*: Can recognise and name the letters of the alphabet, irrespective of the script
Can differentiate between letters, words and numbers
Can match similar shapes in print
Can recognise words with special significance such as own name, family names

*Developing*: Can recognise high interest words out of context
Can recognise common familiar brand names
Can find a familiar word in a sentence
Can try simple sounding out to guess at unfamiliar words
Can recognise a small variety of word patterns
Can recognise, and knows the purpose of, the most common punctuation devices
Can express an opinion on the appeal or appearance of reading materials.

Can demonstrate that meaning has been made from texts representing the personal or cultural self such as a narrative or literary text that:

(a) presents recognisable people, setting or events in everyday words;
(b) is chatty in tone;
(c) may rely on well-placed, complementary illustrations;
(d) uses simple sentence structures;
(e) has a simple story shape from one to three sentences long

by being able to

(f/g) demonstrate word attack skills other than simple phonic ones;
(f/g) express graphically or verbally what the story or piece is generally about;
(f/g) identify particular minimal details about the characters, events or setting;
(f/g) recall prior knowledge on the subject;
(h) express a general opinion on the presentation or the subject matter.

***Exit Level 1***

Can demonstrate that meaning has been made from a text representing the personal or cultural self such as a narrative or literary text that:

(a) presents mostly familiar characters, setting or events in mostly everyday language;
(b) has more than one clearly indicated voice or perspective;
(c) may contain related illustrations;
(d) uses a variety of sentences linked by conjunctions to do with time to create a simple chronological sequence;
(e) has the structure of a story about a paragraph long

by being able to

(f/g) identify the main point and general flow of the story or piece;
(f/g) locate key descriptive details;
(f/g) link it to prior personal knowledge or experiences, with similar stories or literary texts;
(h) express an opinion on particular characters or the story as a whole.

***Exit Level 2***

Can demonstrate that meaning has been made from texts representing the personal or cultural self such as a narrative or literary text that:

(a) introduces ideas or people or settings from unfamiliar times or places, with some unknown vocabulary;
(b) includes changes in voice or tone that are not always clearly signalled;
(c) may contain illustrations that add to, rather than, illustrate the text;
(d) is constructed by a variety of sentence structures and tenses, not necessarily presenting a strictly chronological order;
(e) has the structure of a familiar recount or literary type, at least a page long

by being able to

(f/g) identify and describe the main stages in the piece;
(f/g) locate and explain the meaning of key words and phrases;
(f/g) determine the purpose and message of this narrative or literary piece;
(f/g) find examples of the techniques used to achieve this end;
(h) contrast with known comparable texts.

***Exit Level 3***

Can demonstrate that meaning has been made from texts representing the personal or cultural self a narrative or literary text that:

(a) introduces a wide range of not necessarily familiar concepts, characters, places, events and/or ideas in very precise detailed or abstract language;
(b) has some formality and diversity of tone, and with some meanings implied;
(c) may feature no illustrations, or use ambiguous ones;
(d) sequences the chronology through complex sentence structures, sometimes relying on literary devices to evoke atmosphere or feelings, or abstractions to make moral points;
(e) is a variation on a familiar literary shape or a complex version of that type, usually over one page long

by being able to

(f/g) empathise with and describe the feelings, beliefs and sensations evolved;
(f/g) summarise the structure and flow of the story or piece;
(f/g) recognise and identify the most significant information, including inferred ideas, by pointing to evidence in the text;
(f/g) review own prior knowledge or thoughts about the genre or subject matter;
(h) identify and examine the fundamental point of view shaping the text;
(h) form and justify a personal opinion on the format chosen and the ideas/values expressed.

***Exit Level 4***

# READING COMPETENCE:

## *Literacy as Procedure*

***Entry Level 1:***

competence in recognising print symbols, in pronunciation and in talking about print, the necessary pre-conditions for making meaning of a written text.

*Beginning:* Can recognise and name the letters of the alphabet, irrespective of the script
Can differentiate between letters, words and numbers
Can recognise words with special significance such as own name, family names

*Developing:* Can recognise high interest words out of context
Can recognise common familiar brand names
Can find a familiar word in a sentence
Can try simple sounding out to guess at unfamiliar words
Can recognise a small variety of word patterns
Can recognise, and knows the purpose of, the most common punctuation devices
Can express an opinion on the appeal or appearance of reading materials.

Can demonstrate meaning has been made from a practical text connected with the workplace, bureaucracy or a given role that:

(a) describes familiar procedures in everyday words;
(b) emphasises the separate steps in the process in a relatively informal tone;
(c) may include one or two clearly drawn, suitably-placed, diagrams
(d) uses single words 1-3 short simple sentences
(e) is a rudimentary set of instructions or procedures

by being able to

(f/g) know the purpose of the text from the layout and graphics;
(f/g) recognise each word;
(f/g) recall prior knowledge or the subject;
(g/h) carry out the task described, or know if more information is needed;
(h) express a general opinion on the presentation or the subject matter.

***Exit Level 1***

Can demonstrate that meaning has been made from a practical text connected with the workplace, bureaucracy or a given social role that:

(a) describes familiar procedures, in mostly everyday words;
(b) addresses the reader with some formality;
(c) may include a number of graphic features;
(d) uses more than one sentence type, such as one word lists and simple sentences in the imperative;
(e) is a familiar, instructional type, perhaps with heading and sub-headings, about on paragraph in length

by being able to

(f/g) know the purposes of the text from the layout, headings and graphics;

(f/g) know how to comprehend the few unknown words;
(f/g) scan for particular details;
(f/g) link it to prior knowledge on the matter;
(g/h) carry out the task described, or know what information, if more, is needed;
(h) distinguish between the description of the technique or task and any other messages conveyed by the text.

*Exit Level 2*

Can demonstrate meaning has been made from a practical text connected with the workplace, bureaucracy or a given social role that:

(a) describes unfamiliar procedures in a vocabulary that contains some technical terms;
(b) is not necessarily a straight-forward sequence of commands, perhaps containing information or interpretations that distract from the task or process;
(c) may include complex graphic material;
(d) contains sentences that emphasise detail, position and sequence;
(e) is organised into at least 3 different textual chunks, up to half a page long overall

by being able to

(f/g) state purpose of the text from the layout, headings, graphics and skimming the whole text;
(f/g) comprehend new technical words and explain the meaning of key words and phrases;
(g) carry out the task or process described;
(h) assess the effectiveness of the text as an instruction-giver;
(h) recognise that it conveys a particular point of view.

*Exit Level 3*

Can demonstrate meaning has been made from a practical text connected with the workplace, bureaucracy or a given social role that:

(a) contains some unfamiliar ideas, specialist knowledge and technical language;
(b) embodies a range of tones, possibly including related topical information and/or a commentary as well as the instructions;
(c) may include ill-placed and/or highly complex diagrams;
(d) uses a range of sentence structures;
(e) is a complex example of its type, both in layout and in detail, or one with numerous distractions, up to at least one page in length

by being able to

(f/g) state the primary purpose of the text from layout, headings, graphics and skimming the whole text;
(f/g) pick out the key stages in the sequence and identify the other most significant parts of the text;
(g) follow the instructions and/or carry out the task described accurately and completely;
(h) differentiate between instruction and interpretation;
(h) identify any shortcomings or misleading information in the text;
(h) identify and critique the point of view stated, implied or inferred by the text;
(h) review own prior knowledge and techniques related to this matter and genre.

*Exit Level 4*

# READING COMPETENCE:

## *Literacy as Knowledge*

***Entry Level 1:***

competence in recognising print symbols, in pronunciation and in talking about print, the necessary pre-conditions for making meaning of a written text.

*Beginning:* Can recognise and name the letters of the alphabet, irrespective of the script
Can differentiate between letters, words and numbers
Can match similar shapes in print
Can recognise words with special significance such as own name, family names

*Developing* Can recognise high interest words out of context
Can recognise common familiar brand names
Can find a familiar word in a sentence
Can try simple sounding out to guess at unfamiliar words
Can recognise a small variety of word patterns
Can recognise, and knows the purpose of, the most common punctuation devices
Can express an opinion on the appeal or appearance of reading materials.

Can demonstrate meaning has been made from a reference or informative text that:

(a) deals with a familiar topic on subjects related to science, technology, the humanities or other areas of study in everyday language;
(b) is relatively informal in tone;
(c) contains simple graphic aids or illustrations;
(d) is composed of simple sentences;
(e) is an objectively presented simple introduction to the topic from one to three sentences long

by being able

(f/g) get the main point;
(f/g) locate one-word specific information;
(f/g) recall prior knowledge on the topic;
(h) express a general opinion on the presentation or the subject matter.

***Exit Level 1***

Can demonstrate meaning has been made from a reference or informative text that:

(a) deals mostly with a familiar topic on subjects related to science, technology, the humanities, or other areas of study in mostly everyday language;
(b) is completely in the formal tone of the third person;
(c) contains different types of images;
(d) describes relationships between events, phenomena or ideas sequentially;
(e) is an information text that is organised around "objective" description, classification or explanation at least one paragraph long;

by being able to

(f/g) recognise its particular shape and sequence;
(f/g) point to the key sentences, often open and closing ones, that summarise the

main point(s);
(f/g) distinguish between generalisations and specific features of examples;
(f/g) link it to prior knowledge on the subject;
(h) detect any overtly expressed opinion(s).

*Exit Level 2*

Can demonstrate meaning has been made from a reference or informative text that:

(a) contains abstractions and specialist knowledge and terms (including abbreviations) on subjects related to science, technology, the humanities, or other areas of study;
(b) is distant and impersonal in tone;
(c) may rely on technical drawings or concept maps to convey some of the information;
(d) uses language patterns that define, describe, explain, categorise, or classify;
(e) may be organised in a variety of formats, from dictionaries to reports to subject-specific text books, up to at least one page long

by being able to

(f/g) state the main points or ideas presented;
(f/g) point to the language devices that link the ideas in the text;
(f/g) explain the meaning of key words and phrases;
(f/g) spot missing, misleading or questionable information, evidence, sequence or examples;
(h) describe the world view conveyed explicitly or implicitly in the text;
(h) describe the relationship between the knowledge presented in the text and prior knowledge.

*Exit Level 3*

Can demonstrate meaning has been made from a reference or informative text that:

(a) contains detailed descriptions and some unfamiliar information in specialised language on subjects related to science, technology, the humanities, or other areas of study;
(b) is written as if a neutral presentation;
(c) may involve bibliographies, footnotes, glossary, technical maps, charts or graphic representations;
(d) is constructed from complex sentence and paragraph structures, featuring abstract nouns, densely packed with meaning
(e) is a very dense abbreviated entry, a report or subject-specific text, at least one page in length, that carries its explanation over several paragraphs

by being able to

(f/g) identify the main ideas, the subordinate ideas and the examples given;
(f/g) identify and describe the nature of the conceptual relationship within the text, i.e. whether cause-and-effect; problem-solution; or a system of classification;
(g) extract information relevant to a given research task;
(g) use any features such as bibliographies or footnotes for tracking down extra information;
(h) differentiate between data and interpretation;
(h) analyse the conclusions reached;
(h) review and re-arrange prior knowledge of the subject and genre.

*Exit Level 4*

# READING COMPETENCE:

## *Literacy as Public Debate*

***Entry Level 1:***
competence in recognising print symbols, in pronunciation and in talking about print, the necessary pre-conditions for making meaning of a written text.

*Beginning:* Can recognise and name the letters of the alphabet, irrespective of the script
Can differentiate between letters, words and numbers
Can match similar shapes in print
Can recognise words with special significance such as own name, family names

*Developing* Can recognise high interest words out of context
Can recognise common familiar brand names
Can find a familiar word in a sentence
Can try simple sounding out to guess at unfamiliar words
Can recognise a small variety of word patterns
Can recognise, and knows the purpose of, the most common punctuation devices
Can express an opinion on the appeal or appearance of reading materials.

Can demonstrate meaning has been made from a persuasive text that:

(a) presents a familiar topic concerned with public affairs and presented in strong everyday language
(b) is conversational and straight-forward in tone;
(c) that may include a supportive or blatant image that confirms the language;
(d) consists of single words or simple sentences structured to persuade;
(e) is an expression of opinion, from one to three sentences long

by being able to

(f/g) state the point of view presented;
(f/g) point to any reasons given to justify this;
(f/g) recall any prior knowledge of the subject matter;
(h) express an opinion on strength or weakness of the position put, providing one simple valid reason for this assessment;
(h) give own general viewpoint on the matter.

***Exit Level 1***

Can demonstrate meaning has been made from a persuasive text that:

(a) features a familiar topic concerned with public affairs in mostly familiar language;
(b) has a touch of formality and fervour about it;
(c) may include images that add new information;
(d) hinges on the words and phrases that link the ideas, and the power of the evidence;
(e) is structured to provide both viewpoint and evidence, at least a paragraph long

by being able to

(f/g) recognise that the text is shaped to persuade;
(f/g) distinguish between the idea proposed and the evidence offered;
(f/g) link it to prior knowledge of the subject matter;
(h) find examples of any persuasive devices used, and for what effect;
(h) rate it as a persuasive piece, giving reasons why.

*Exit Level 2*

Can demonstrate meaning has been made from a persuasive text that:

(a) features abstract concepts and principles on matters concerned with public affairs;
(b) conveys a tone of indisputable reasonableness;
(c) may include images with mixed messages;
(d) uses language to make logical connections and inferences;
(e) may be a discussion of "pros" and "cons", or an argument for one point of view, up to three paragraphs long

by being able to

(f/g) describe the stages in the development of the argument;
(f/g) identify the key ideas and supporting evidence or examples;
(f/g) assess the appropriacy and/or relevance of the evidence;
(f/g) explain the meaning of key words and phrases;
(h) highlight the strengths and weaknesses in the text;
(h) make a comparison between the stance conveyed by the text and the reader's own position.

*Exit Level 3*

Can demonstrate meaning has been made from a persuasive text that:

(a) introduces both familiar and unfamiliar concepts, ideas and language on matters concerned with public affairs;
(b) is seriously formal or ambiguous in tone;
(c) may include images that emanate subtle or subliminal messages;
(d) consists of complex sentence and paragraph structures in which the ideas, and evidence presented, are both explicit and implicit;
(e) is a highly structured piece of argument, up to at least one page long, or of a particularly intense density that may be quite short

by being able to

(f/g) state the fundamental purpose of the piece;
(f/g) describe the nature, structure and flow of the argument put forward;
(h) name, list and evaluate the reasons and evidence given, whether relevant/irrelevant, logical/illogical/valid/invalid, true/untrue;
(h) assess the overall effectiveness of the text, giving reasons;
(h) describe the underlying values system implicit in the text;
(h) describe how it relates, to and re-arranges own prior knowledge of, and position on, the subject matter and genre.

*Exit Level 4*

# *Background Work*

# ORAL COMMUNICATION

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# BACKGROUND WORK - ORAL COMMUNICATION

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# INTRODUCTION

This paper presents a framework of oral competencies to supplement the Draft Competencies for Adult Reading, Writing and Mathematics developed originally under the auspices of the Adult Basic Education Accreditation Framework Project, (and then reformatted for accreditation purposes).

The work on the oral competencies has had two main influences:

- the prior work undertaken in the ABE Accreditation Framework project.
- work on the analysis of oracy and speech from various areas within applied linguistics.

The oral competencies are intended to reflect these nine educational principles and the organisational and design principles established in the foundation works for the reading and writing competencies.

# ORAL COMPETENCIES

## *Speech*

Speech is structured and complex, and is not merely a simple form of writing. Although it fundamentally shares much in common, it is different from writing in that

- it involves more than one person interacting to jointly produce a piece of language
- it takes place in "real" time; it cannot be separated from the passage of time; the production of speech is irreversible
- it reflects our ability to comprehend and produce language in real time
- it provides different ways of showing meaning, such as tone of voice
- it tends to be used in different situations from writing

Competence is not simply knowledge of language, but the ability to use that knowledge to achieve a purpose. Competence involves both speaking and listening, and also reading and writing. It suggests that these are integrated in a natural way. It acknowledges that all participants have an active role in situations involving speech.

## *Speech situations and speech events*

There are many occasions in everyday life that involve speech. They include interviews, phone calls, prayers, lessons, giving directions, chatting to friends, meetings, discussions explaining how to do something, buying goods and services, telling jokes. The list could go on.

Some of these might be considered to be speech *events*. These are "a particular instance when people exchange speech, eg an exchange of greetings, an enquiry, a conversation." (Richards, Platt and Weber 1985:267).

Some might fall into the category of speech *situation*. "The term speech situation is sometimes used instead of speech event, but usually it refers to any situation which is associated with speech eg a classroom lesson, a party." (Richards, Platt and Weber 1985:267).

There is considerable overlap in usage between these terms. In this project an attempt has been made to look for commonalities underlying speech events and speech situations. These are called *speech episodes*.

## *Speech episodes*

Analyses of speech events can focus on any of the many variables involved in the production and comprehension of speech. The following questions focus on three of the variables most frequently addressed.

> How predictable is the event? Does it have a typical structure? Is it routine in some way? In other words, is it relatively **structured or unstructured?**
>
> What is its purpose? Is it primarily to transfer information or is it primarily interpersonal? That is, is it related to some kind of **transaction** or is it **interactional?**
>
> Is it collaborative or non-collaborative? Is it primarily a **dialogue** or a **monologue?**

The answers to these questions are not absolutes. However, any speech event can be located towards one or other end of the three continua implied by the questions. We can

therefore posit eight possible combinations of these three tendencies. The following table presents these combinations, together with a speech event which may be considered to contain that particular combination of features.

The last column provides a label for that particular combination of features. In this paper each of these combinations of features is called an *episode*.

| FEATURE | | | EXAMPLE | "EPISODE" |
|---|---|---|---|---|
| Structured (Relatively)* | Transactional | Dialogue | Buying a train ticket | Service episode |
| | | Monologue | Giving a report to a group of colleagues | Presentation episode |
| | Interactional | Dialogue | Chatting with strangers at a party | Social episode |
| | | Monologue | Telling an anecdote | Anecdotal episode |
| Unstructured (Relatively)* | Transactional | Dialogue | Discussing a problem with colleagues | Exploratory episode |
| | | Monologue | Explaining a process while demonstrating it | Support episode |
| | Interacctional | Dialogue | Chatting with friends | Chat eisode |
| | | Monolgue | Talking to yourself while carrying out a task | Vocalising episode |

(* Note that the latter four combinations are only *relatively* unstructured compared to the first four, not that they have no predictable structure at all.)

No claim is made for these episodes other than that they provide a way of talking about common elements of speech for curriculum purposes, and as underlying elements of oracy.

### *Oracies*

In this project literacy, and therefore oracy, is defined in terms of its relation to key contexts of social life. We can then identify "oracies", like literacies, which are based on the "particular social purposes they serve within contemporary social life". Based on the four literacies identified earlier in the Accreditation Framework project, the four oracies are:

- oracy for self-expression
- oracy for practical purposes
- oracy for knowledge
- oracy for public debate.

Each of the four literacies involves a number of text types and genres. So it is with the four oracies. Each one involves a number of speech events, speech situations and speech episodes. However, as with the literacies, one characteristic episode has been selected as the basis for each of the four oracies.

The episodes which characterise each oracy are:

oracy for self-expression .....social episodes

oracy for practical purposes.....support episodes

oracy for knowledge.....presentation episodes

oracy for public debate ....exploratory episodes

It should be remembered that these episodes occur in a number of speech events and in each of the domains. A lecture, for example, will mainly consist of a presentation episode, but may have a social episode in it as well, if the lecturer begins with a joke, for example. In addition, what begins as an example of one kind may merge into another. A socially-oriented encounter may switch to a business matter, for example. Furthermore, one type of episode may be embedded within another.

In the next section, each of the oracies is described in detail.

### *Oracy for Self-Expression*

Literacy for Self Expression focuses on the development of a sense of self and personal identity. It focuses on texts relating to personal life and meaning and connections to cultural traditions.

Oracy for Self Expression involves a continual involvement in spoken texts that present the individual in a social context. This oracy might be considered as oracy for self-*presentation* as well as self expression.

This competency is based primarily on *social episodes*. These episodes are person-oriented rather than task oriented, yet are still relatively structured. Situations such as a conversation with a stranger at a social function, or a chat with the boss in the lift fall into this category. In both cases, there is the need to search for a suitable topic of discussion (perhaps the weather?) as well as formal ways of entering and leaving the conversation. These episodes are typified by the participants offering topics for comment by the others, and thus there may be a range of topics covered, though within a circumscribed content area ie public (the weather) rather than private (political views) topics. Thus, in addition to the other features listed for other episodes, particularly turn taking, topic setting is particularly significant in social episodes.

These conversations may be brief or more protracted. Although some people may consider them trivial and unnecessary, competency in this area is in fact a significant aspect of interpersonal and leadership skills.

Also influencing this oracy, but different from the above in the lack of structure which is the result of the different relationship of participants, are situations, such as coffee break conversations, in which participants may know each other well, at least in a work context, and have a shared background of experience. Such

situations involve chat *episodes*, which are relatively unstructured, yet have characteristic elements that are quite complex. Participation in such gatherings has implications for group cohesion.

The main variables in the relatively structured social episodes and relatively unstructured chat episodes relate to the power relationship between participants, the frequency of contact between participants, and the affective involvement of participants (Poynton 1984; in Slade and Gardner, forthcoming).

*Some representative speech events:* casual conversations, story telling, anecdotes

*Common episodes:* social, anecdote, chat

### *Oracy for Practical Purposes*

Literacy for Practical Purposes focuses on competence in "functional forms of communication which are now a crucial aspect of everyday competence within modern life."

Oracy for Practical Purposes is based on *support episodes*, in which the individual is called upon to provide assistance to another person. It may relate to the speaker's expertise in a particular area of knowledge or skill, such as when a person is asked by a colleague for help with a computer program. It may simply be that they are asked by a stranger for directions. It may be talk that accompanies action. The speaker is interested in the listener knowing *how* to do something, rather than simply having knowledge about it.

These episodes are relatively unstructured. They may be concerned with shared information, for example, the computer program on the screen. It is possible that the "knowledgeable" participant will provide long stretches of monologue. The spontaneous nature of these situations calls for the ability to prepare a response quickly. To the extent that an individual has had an opportunity to practise the episode, for example, when such episodes are a part of a person's job, it may become more routine. In this sense support episodes may be more like a service episode, which has a more specific structure.

Although the speaker is in effect presenting a presentation episode in terms of length, a support episode is simpler than a presentation episode in two important ways. Firstly, the context provides considerable non-verbal support. The speaker can fall back on external factors to support her contribution. Secondly, the other participant may interject to seek clarification as the exchange proceeds, thus having greater control and ability to negotiate meaning. The listener's role is that of addressee, one who is spoken to, and has some right of reply, but may not be an equal participant.

Support episodes involve a particular type of information routine (see below), that of giving instructions. In addition the speaker must be concerned with how much detail to tell the other participant(s) and how formally or informally to tell it. Highly competent participants are aware that the other participant(s) may not share the same expectations of the structure of the episode, and will make allowances by facilitating understanding (see below).

*Some representative speech events:* assembling, demonstrating, instructing, service encounters in shops, workplace, etc.

*Common episodes:* support, service, vocalising.

### *Oracy for Knowledge*

This oracy focuses on speech events which involve presentations of information, principles, explanations and theories.

The oracy is based primarily on *presentation episodes*, where one or more participants are

called upon to present long stretches of speech. The focus in such episodes is the transfer of information. The speaker is interested in ensuring that the listener knows that something is the case.

The participant in the role of speaker has the responsibility of structuring the text in a way that makes it most comprehensible to the listener. At low levels of competency speakers tend to focus on themselves as speakers, and be conscious of their performance. At higher levels the speaker is more "other-centred" and able to focus on listener needs. In presentation episodes the speaker has a particular responsibility to provide for the fact that the listener cannot signal comprehension through speech. The speaker must construct the text so that it compensates for the listener's cognitive task of keeping the gist of the developing discourse in mind.

The listener's role is that of auditor; one who listens but is not directly addressed. The listener must use strategies that compensate for any lack of proficiency in the speaker. The lack of opportunity to guide the episode by making a direct contribution means that the listener must adopt cognitive rather than discourse-shaping strategies to assist comprehension. However, it is often possible for a listener to ask questions at the end of a presentation episode, and sometimes during one.

*Some representative speech events:* public meetings, reports, talks, lectures, news broadcasts

*Common episodes:* presentation, exploratory

### *Oracy for Public Debate*

This oracy focuses on developing the capacity to follow and participate in public debate.

It is based on *exploratory episodes*, in which the individual is a member of a group which is addressing a specific problem or issue. Such a group may be formally organised, such as a planning committee, or may be a group of colleagues meeting in a corridor to discuss how to deal with a problem that has emerged. Such meetings may be problem-oriented and working towards the resolution of an issue.

Such episodes are relatively unstructured, and the exchange of ideas and information may or may not be formally controlled. All participants are able and are expected to contribute, but a lack of formal structure may call for skill in getting a contribution made. There may be a temporary equalisation of status as the problem is addressed.

These episodes are often addressing an issue or a problem of some kind. In such cases they are likely to consist of three stages (Willing 1992):

**defining/describing,** in which the interactants identify a given situation as being problematic.

**deepening comprehension/interpreting,** in which the interactants seek to explain, analyse, look for reasons, etc.

**devising/deciding,** in which the interactants generate and consider possible solutions, and try to come to agreement about what course of action to take.

Participants in exploratory episodes are likely to have to pay particular attention to turn-taking, that is, deciding when to speak, how long for, and how to ensure that you are able to make your contribution when other participants are equally intent on making theirs.

*Some representative speech events:* meetings, discussions, debates

*Common episodes:* exploratory, presentation

# STRANDS

The four basic strands used in the literacy competencies are subject matter, tone, language and shape of the text. These have been used for the oracies as well. However, in the case of oracy the text is jointly created by participants, usually in real time, and the elements of strands (c) and (d) reflect this characteristic of spoken language. A fifth strand based on listening has been added.

## *Strand (a) Subject matter*

This content of this strand is directly based on that of the equivalent literacy strand.

Level 1
First hand here-and-now experience
Concrete knowledge etc

Level 4
Wide ranging in time and topic etc

## *Strand (b) Tone*

This content of this strand is directly based on that of the equivalent literacy strand.

Level 1
Uncritical stance re subject matter
Highly personalized chatty tone
"Subjective" etc

Level 4
Critical relationship with subject matter
Impersonal more formal tone
"Objective" etc

## *Strand (c) Language*

This strand refers to the appropriacy and effectiveness of choices from the language system. It is based on those features of speech that most distinguish it from writing.

*Intelligibility*

Intelligibility refers to the extent to which the listener has to compensate for features of the speaker's use of grammar or pronunciation. It does not distinguish between grammar and pronunciation as systems, but focuses on their communicative effect.

This has been linked to levels as follows:

| | | |
|---|---|---|
| Level 1 | Intelligibility *may* make | demands on listeners |
| Level 2 | *occasionally* makes | |
| Level 3 | *rarely* makes | |
| Level 4 | makes *no* | |

*Clauses*

This feature reflects the fundamental characteristic of spoken language, that of the intricate chaining of clauses to produce text, rather than the production of grammatically correct sentences of considerable density (Halliday 1985). Clauses can be linked

- as equals; using and, but, or so, or quoted speech
- not as equals; using besides/instead of, because/when/if, reported speech

This has been associated with levels as follows:

| | | |
|---|---|---|
| Level 1 | Use of | *and* |
| Level 2 | | *but, so* |
| Level 3 | | *besides, because, when, if* |
| Level 4 | | complex linking and embedding |

## *Strand (d) Shape*

This strand varies from that in the literacies since it reflects the different ways participants jointly create spoken text in real time. Participants negotiate meaning through their interaction. The

greater the difference between the shared knowledge of the participants, both of the developing discourse itself and of the context surrounding the discourse, the greater the negotiation needed. There are a number of strategies the speaker can use to minimise the listener's work. The following section is based on Bygate (1987).

***Using routines***

The listener's task is simpler if the speaker conforms to expected discourse patterns. There have been a number of typical information patterns, or genres, identified, including stories, description of places and people, presentation of facts, comparisons, instructions. There are two types; informational and interactional

*Informational routines*

There are two main types

Expository routines - these relate to sequencing and the identity of the subject

- description
- narration
- instruction

Evaluation routines - these involve drawing conclusions requiring the expression of reasoning

- explanation
- justification
- prediction
- comparison
- decision

*Interactional routines*

There are also typical patterns in collaborative discourse. The ability to use these "interactional routines" is necessary in social, support and exploratory episodes.

Highly competent speakers are aware that the listener may not be familiar with certain routines, and use other strategies to compensate.

***Assisting Comprehension***

The speaker must help the listener by facilitating the listening process. This refers to strategies that compensate for the fact that speech has to be processed in real time.

*Facilitation involves:*

- simplifying grammatical structures; eg the use of *and* as a linking device rather than more complex linking words
- ellipsis; the use of short phrases and incomplete sentences when referring to what is common knowledge
- formulaic expressions; set expressions and phrases which are typical of a certain topic
- time-creating devices; fillers. These provide structure and the opportunity for the listener to think, provided they are not intrusive.

A common device the speaker may use is reformulation, which includes:

- self-correction
- false starts
- repetition
- rephrasing

***Managing the Discourse***

This refers to the need for adjustment and flexibility that are necessary due to the reciprocal nature of spoken language.

*Topic setting*

Agenda management involves such strategies and skills as:

- using conversational routines for opening, maintaining and closing conversations
- shifting roles at appropriate times
- indicating friendliness
- choosing topics likely to be agreed on.

*Turn taking*

Five turn-taking skills may be identified:

- signalling that you want to speak, using sounds, gestures or techniques such as initially agreeing with another speaker, then directing the conversation elsewhere.
- recognising the right moment to get a turn
- maintaining your turn without losing it
- recognizing other people's signals of their desire to speak

- knowing how to let others have their turn

*Supporting*

There are various forms of support that one participant can give another:

- checking common ground
- adapting to points made by the other person
- encouraging other participants by asking for opinions or information.

### *Strand (e) As listener*

The competencies do not distinguish between speaking and listening, since participants in oral episodes tend to swap roles and make contributions in both. The active work of a listener is considered as important as that of a speaker in creating oral discourse. However, it is useful in some cases to identify more specifically the listener's role. The following is based on Rost (1990).

The listener's work depends on the nature of participation

| Marginal Participation | | Central Participation | |
|---|---|---|---|
| Overhearer | Auditor | Addressee | Participant |

The listener plays an active role in episodes involving monologues, and must use such listening strategies as:

- deducing meaning of unfamiliar items
- inferring information not explicitly stated
- inferring links between propositions
- recognising discourse indicators for introducing an idea, changing a topic, etc.
- constructing a main idea in a stretch of discourse, distinguish main points from supporting detail
- predicting subsequent parts of the discourse at conceptual level
- identifying elements in the discourse that can help in forming a schematic organisation
- maintaining continuity of context to assist in predictions and verification of propositions in the discourse
- selecting cues from the speaker's text to complete a schematic prediction

As listener, participants in collaborative episodes (those involving dialogues) need to use such strategies as:

- checking understanding, querying and repairing as necessary
- providing responses to indicate that the discourse is being followed
- indicating current interpretations
- providing prompts for the speaker to continue
- organise turn taking and provide obligatory responses
- providing indicators of how s/he is reacting to the other's statements and intents.

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# THE ORAL COMPETENCIES OF THE ACCREDITATION FRAMEWORK AND THE CERTIFICATES OF GENERAL EDUCATION FOR ADULTS

## *Oracy for Self Expression*

This oracy relates to *social episodes*, which are person-oriented rather than task oriented, yet which are still relatively structured, such as a conversation with a stranger at a social function, or a chat with the boss in the lift. In both cases, there is the need to search for a suitable topic of discussion (perhaps the weather?) as well as formal ways of entering and leaving the conversation. These episodes are typified by the participants offering topics for comment by the others, and thus there may be a range of topics covered, though within a circumscribed content area ie public (the weather) rather than private (political views) topics.

The oracy involves a continual involvement in texts that present the individual in a social context. This oracy might be considered as oracy for self-*presentation* as well as self expression

*Some representative speech events:* casual conversations, story telling, anecdotes

*Common episodes:* social, anecdote, chat

The speech event that most typically includes social episodes are the sort that are called small talk or casual conversation. These include conversations between:

- two people at a bus stop
- conference participants during a coffee break
- work colleagues waiting for the lift
- bar attendant and customer

*Supporting*

- checking common ground
- adapting to points made by the other participant(s)
- asking for opinions or information.
- understanding that other person may have different expectations of the exchange
- indicating friendliness

*Intelligibility*

The influence of a person's grammar or pronunciation on the ease with which they can be understood.

*Interactional routines*

Typical ways of opening, maintaining and closing conversations.

*Negotiation*

The process of jointly creating shared meaning in oral discourse. Less negotiation is needed when participants share common understandings.

*Topic Setting*

- shifting roles at appropriate times
- choosing topics likely to be agreed on.

*Feedback*

- checking understanding, query and repair as necessary
- providing responses to indicate that the discourse is being followed
- indicating current interpretations
- providing prompts for the speaker to continue
- organise turn taking and provide obligatory responses
- providing indicators of how s/he is reacting to the other's statements and intents

*Social episode*

A relatively structured exchange with an interpersonal rather than transactional goal.

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## *Oracy for Self Expression*

Level 1

Can participate in *social episodes* which are brief, involving a number of known people, well known to the participant in a peripheral role, by:

a) presenting a single turn on a familiar idea or experience.
b) relating to immediate personal circumstances.
c) *Intelligibility* may make demands on other participants.
d) Uneven use of *interactional routines:* Limited *topic setting* and *supporting*.
e) Limited provision of *feedback*.

Level 2

Can participate in *social episodes* involving a number of turns, few, known people, in a participative role, by:

a) talking about several personally familiar events, ideas or experiences;
b) including a broader view than the personally immediate.
c) *Intelligibility* occasionally makes demands on other participants.
d) Inconsistent use of *interactional routines:* some *topic setting* and *supporting*.
e) Some provision of *feedback*.

Level 3

Can participate in *social episodes*, involving few or two people not known to the participant, in a participative role, involving some *negotiation*, by:

a) talking about a number of ideas beyond own personal experience, connecting personal experience to more general ideas;
b) acknowledging other's point of view.
c) *Intelligibility* rarely makes demands on other participants.
d) Regular use of *interactional routines, topic setting* and *supporting*.
e) Regular provision of *feedback*.

Level 4

Participates in *social episodes*, involving two people and other not known to the participant, of different status, in a central role, involving constant *negotiation*, by:

a) covering a range of topics, beliefs, issues and experience.
b) referring to a range of values and perspectives.
c) *Intelligibility* makes no demands on other participants.
d) Well-developed use of *interactional routines, topic setting* and *supporting*.
e) Well-developed provision of *feedback*.

Strands a) subject matter b) tone c) language d) shape e) as listener

# *Oracy for Practical Purposes*

This competency is based on *support episodes*, in which the individual is called upon to provide assistance to another person. It may relate to their expertise in a particular area of knowledge or skill, such as when an individual is asked by a colleague for help with a computer program, or simply giving directions in the street. It may be talk that accompanies action. The speaker is interested in the listener knowing *how* to do something, rather than simply having knowedge about it.

This oracy focuses on competence in "functional forms of communication which are now a crucial aspect of everyday competence within modern life."

*Some representative speech events:* assembling, demonstrating, instructing, service encounters in shops, workplace, etc.

*Common episodes:* support, service, vocalising.

Activities that involve support episodes include:

- assembling an object
- fixing an object
- demonstrating the working of equipment
- teaching someone to do something
- giving directions

*Facilitation*

- simplifying grammatical structures; eg the use of *and* as a linking device
- ellipsis; the use of short phrases and incomplete sentences.
- formulaic expressions; set expressions and phrases
- time-creating devices; fillers

*Negotiation*

The process of jointly creating shared meaning in oral discourse. Less negotiation is needed when participants share common understandings.

*Checking*

- of common ground
- that other participant has understood

*Intelligibility*

This refers to the influence of a person's grammar or pronunciation on the ease with which they can be understood

*Expository routines*

These are recurring types of factual information structure.

*Support episodes*

Relatively unstructured transactional exchanges

*Adapting*

- clarifying
- rephrasing
- repeating
- giving examples or analogies
- summarising

*Providing Feedback*

- checking understanding, query and repair as necessary
- providing responses to indicate that the discourse is being followed
- indicating current interpretations
- providing prompts for the speaker to continue
- organise turn taking and provide obligatory responses
- providing indicators of how s/he is reacting to the other's statements and intents.

*Supporting*

- checking common ground
- adapting to points made by the other participant(s)
- asking for opinions or information
- understanding that other person may have different expectations of the exchange
- indicating friendliness

## *Oracy for Practical Purposes*

Level 1

Can participate in *support episodes* involving few turns, involving no *negotiation*, two participants who know each other, one of whom may be highly skilled as a participant, by:

a) using everyday terms, involving, highly familiar content which is strongly supported by context,
b) possibly moving between "you" and "I".
c) *Intelligibility* may make demands on listeners.
d) Limited use of *expository routines*,very infrequent *checking* and *adaptation* to points made by other participant, limited *facilitation* of understanding.
e) Very infrequent use of *feedback* to the speaker.

Level 2

Can participate in support episodes involving several turns, two or three participants who are known to the speaker, involving a minimum of *negotiation*, by:

a) using familiar content though the context is less immediately supportive,
b) describing the process clearly.
c) *Intelligibility* makes occasional demands on listeners.
d) Some use of *expository routines*,some *facilitation* of understanding and some *checking* and *adaptation* to points made by other participant
e) Some use of *feedback* to the speaker.

Level 3

Can participate in *support episodes* involving several turns, less familiar or more abstract content, two or three participants who are workplace colleagues, involving *negotiation*, where the context is supportive, by:

a) using a variety of routines (explanation, instruction, comparison) to ensure understanding, regular *facilitation* of understanding,
b) using a variety of tones from formal to informal, as appropriate,
c) providing attention to detail. *Intelligibility* rarely makes demands on listeners.
d) Appropriate use of *expository routines*, using appropriate sequences (eg logical, chronological), *checking* and *adaption*.
e) Regular use of *feedback* to the speaker.

Level 4

Can participate in *support episodes* involving many turns, numerous participants who may not be known to each other, involving considerable *negotiation*, by:

a) using specialist language if appropriate, using unfamiliar or abstract content, where the context is minimally supportive
b) possibly including a commentary as well as clear instructions
c) providing a very detailed information about how, when, with what and when, without ambiguity. *Intelligibility* may make no demands on listeners.
d) staging the process to facilitate understanding, and well-developed *checking* and *adaptation* and well-developed *facilitation* of understanding
e) well-developed use of *feedback* to the speaker.

Strands a) subject matter b) tone c) language d) shape e) as listener

# *Oracy for Knowledge*

This oracy is based on *presentation episodes*, in which one or more participants are called upon to present long stretches of speech. The focus in such episodes is the transfer of information. The speaker is interested in ensuring that the listener knows *that* something is the case.

Presentation episodes occur in many types of speech event including:

- talks
- mass meetings
- interviews
- lectures
- speeches
- stories

This oracy focuses on speech events which involve presentations of information, principles, explanations and theories.

*Some representation speech events:* public meetings, reports, talks, lectures, news broadcasts

*Common episodes:* presentation, exploratory

*Facilitation*

- simplifying grammatical structures; eg the use of *and* as a linking device
- ellipsis; the use of short forms referring to common knowledge
- formulaic expressions; set expressions and phrases
- time-creating devices; fillers

*Reformulation*

- self-correction
- false starts
- repetition (expanding; reducing)
- rephrasing

*Intelligibility*

This refers to the influence of a person's grammar or pronunciation on the ease with which they can be understood

*Expository routines*

These are recurring types of factual information structure.

*Evaluative routines*

These are based on expository routines and involve drawing conclusions and expression of reasoning.

*Listening strategies*

- Deduce meaning of unfamiliar items
- Infer information not explicitly stated
- Infer links between propositions
- Recognise discourse indicators for introducing an idea, changing a topic, etc.
- Construct a main idea in a stretch of discourse, distinguish main points from supporting detail
- Predict subsequent parts of the discourse at conceptual level
- Identify elements in the discourse that can help in forming a schematic organisation
- Maintain continuity of context to assist in predictions and verification of propositions in the discourse
- Select cues from speaker's text to complete a schematic prediction

*Presentation episode*

A relatively structured monologue, primarily intended to pass on information.

## *Oracy for Knowledge*

Level 1

Can participate in planned, short *presentation episodes*, by:

a) presenting one or two items of information in everyday comonplace language related to facts about self or highly familiar topic,
b) using the third person to convey a tone of formality but may include a personal opinion in the first person.
c) linking clauses with *and. Intelligibility* may make demands on listeners.
d) involving *expository routines* (description, narration); with little acknowledgement of listeners' needs, very infrequent or inappropriate *reformulation* and *facilitation*
e) limited use of *strategies*.

Level 2

Can participate in longer (several minutes), planned presentation episodes, by:

a) presenting a number of items of factual information related to familiar situations or, involving some technical language,
b) presenting information in the neutral tone of a researcher/reporter
c) linking clauses with *and, but, so. Intelligibility* makes occasional demands on listeners.
d) according to an *expository routine* (description); or an *evaluative routine* (eg explanation). Some acknowledgement of listeners' needs, *reformulation* and *facilitiation*.
e) some use of *strategies*.

Level 3

Participates in planned presentation episodes (up to five minutes), or shorter unplanned ones,

a) with content related to specialist area or interest
b) creating a formal tone by using and defining abstract and technical terms appropriate to the discipline or subject
c) linking clauses with *besides, because, when, if. Intelligibility* rarely makes demands on listeners.
d) using *expository routines* (description, narration, comparison); or evaluative routines (explanation and justification). Regular acknowledgement of listeners' needs, *reformulation* and *facilitation*
e) limited use of *strategies*.

Level 4

Participates in planned *presentation episodes* (five minutes plus), and shorter unplanned ones,

a) of considerable breadth and range
b) presenting a range of definitions or viewpoints "objectively"
c) using complex linking and embedding of clauses. *Intelligibility* makes no demands on listeners. Well-developed *expansion*.
d) using *expository routines* (description, narration, comparison); and *evaluative routines* (explanation, justification, prediction and decision). Well-developed acknowledgement of listeners' needs, *reformulation* and *facilitation*
e) As listener, well developed listening *strategies*.

Strands a) subject matter b) tone c) language d) shape e) as listener

# *Oracy for Public Debate*

This oracy is based on *exploratory episodes*, in which the individual is a member of a group which is addressing a specific problem or issue. Such a group may be formally organised, such as a planning committee, or may be a group of colleagues meeting in a corridor to discuss how to deal with a problem that has emerged. Such meetings may be problem-oriented and working towards the resolution of an issue.

Speech events involving exploratory episodes include:

- project meeting
- workgroup meeting
- tutorial

This oracy focuses on developing the capacity to follow and participate in public debate.

*Some representative speech events:* public meetings, dicussions, debates

*Common episodes:* exploratory, presentaiton

*Turn taking skills*

- signalling that you want to speak, using sounds, gestures or techniques such as initially agreeing with another speaker, then directing the conversation elsewhere.
- recognising the right moment to get a turn
- maintaining your turn without losing it
- recognizing other people's signals of their desire to speak
- knowing how to let others have their turn

*Expository routines*

These are recurring types of factual information structure.

*Evaluative routines*

These are based on expository routines and involve drawing conclusions and expression of reasoning.

*Providing feedback*

- checking understanding, query and repair as necessary
- providing responses to indicate that the discourse is being followed
- indicating current interpretations
- providing prompts for the speaker to continue
- organise turn taking and provide obligatory responses
- providing indicators of how s/he is reacting to the other's statements and intents

*Intelligibility*

This refers to the influence of a person's grammar or pronunciation on the ease with which they can be understood

*Exploratory episodes*

These are problem-oriented discussions

## *Oracy for Public Debate*

Level 1

Can participate in *exploratory episodes* involving two participants, who know each other, involving little negotiation of *turn-taking*, by:

a) expressing a point of view on a familiar matter
b) making unconditional statements
c) linking clauses with *and*. *Intelligibility* may make demands on listeners.
d) limited use of *evaluative routines:* limited use of *turn-taking skills* or ability to influence the direction of the exchange.
e) limited ability to support either participant by providing *feedback*.

Level 2

Participates in *exploratory episodes* involving few, known participants, involving some negotiation of turn-taking, by:

a) offering evidence for a point of view on a familiar issue on the basis of personal and popular knowledge,
b) appealing to the emotions through exclamations and emotive words
c) linking of clauses with *and, but, so*. *Intelligibility* makes occasional demands on listeners.
d) Some use of *evaluative routines* some use of turn-taking skills, and influencing the direction of the episode.
e) some ability to provide *feedback* to other participants.

Level 3

Participates in exploratory episodes involving a number of participants, on a less familiar issue, involving negotiation of turn-taking, by:

a) engaging with a personally relevant social or pubic issue
b) avoiding generalisations and expressing tentativeness
c) linking clauses with *besides, because, when, if*. *Intelligibility* rarely makes demands on listeners.
d) Following an evaluative routine, using *turn-taking* skills, and influencing the direction of the episode.
e) Supporting other participants with *feedback* and contributing to the goal-orientation of the episode.

Level 4

Participates in exploratory episodes involving a number of participants, on a less familiar issue, involving negotiation of turn-taking, possibly on behalf of another group, by:

a) dealing with abstract social concepts, issues or values of pubic concern
b) giving an analytical presentation of alternative evidence as well as own qualified opinion.
c) using complex linking and embedding of clauses. *Intelligibility* makes no demands on listeners.
d) Well-developed use of evaluative routines, and turn-taking skills; influences the direction of the episode. Contributes to the goal-orientaiton of the episode by encouraging attention the *three typical stages* of such episodes.
e) As listener, well developed ability to support other participants by providing *feedback*.

Strands a) subject matter b) tone c) language d) shape e) as listener

*Background Work*

# NUMERICAL & MATHEMATICAL CONCEPTS

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# BACKGROUND WORK - NUMERICAL & MATHEMATICAL CONCEPTS

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# INTRODUCTION

The competency statements within this stream are based on the work of the national project to develop a framework of adult English language, literacy and numeracy competencies and the learning outcomes described in Volume 3 of the earlier Victorian Adult Basic Education Accreditation Framework Project(1992).

The discussion paper that accompanied a draft of the national Framework of Adult English Language, Literacy and Numeracy Competence sets the context for the provision of mathematics within language and literacy programs. The first four of the following sections, which are taken from that paper, are of major interest.

The final section, *Competencies Arranged According to Levels*, is taken from the earlier Victorian work, the ***Adult Basic Education Accreditation Framework Project Volume Three: Draft Competence Statements for Adult Mathematics. (1992)***

# PRINCIPLES OF MATHEMATICS LEARNING

Mathematics learning in adults is contingent on principles which expound favourable learning conditions, reflect how people learn and features of mathematical development. These principles indicate that:

- learners construct understanding and meaning through interaction, which includes talk, with people, text, materials and activity.
- learners approach tasks from differing perspectives which reflect their personal and mathematical-based experiences, their confidence and the degree to which they have identified learning goals.
- learners respond positively to an environment which:
  - promotes enjoyment and success
  - advocates a wholistic approach to learning. Interconnected and continuous development draws on the experiences of learners and focuses on contexts relevant to personal life and work, social and cultural needs. For at least the first two levels of the Framework, this will be enhanced by creating a learning environment which offers integration of literacy and numeracy competencies.
  - offers a range of learning styles and approaches which encourage broadening of numeracy applications whilst providing links between what is known and what is being discovered.
  - appreciates the reasons motivating adults to return to education. Consideration of relevant influences contributes to achievement of student-centred learning.
- mathematics development be considered web-like. A learner in making meaning of mathematical relationships may progress by unique and non-traditional pathways as learner experience, goals and needs become the focus.
- mathematics is intrinsically entwined with, and influenced by cognitive, emotional, psychological and social factors.
- mathematics is grounded in and builds on the language of the learner. Language is the means of interacting with and over mathematics: the means of communicating ideas, application, feelings.
- mathematics learning involves confidence, understanding, self expression, application and critical analysis.
- estimation, whether it be a guess or an accurate prediction, should be considered as necessary and applicable at all levels of competence, in all contexts.
- calculators and other technological equipment should be considered essential to computation, time-saving and confidence development in supporting mathematical thinking.
- assessment of competency should be consistent with learning principles and should be based in meaningful contexts and tasks which assess what they intend to assess.

# DEVELOPMENTAL THEMES

A person who successfully employs mathematics in society, draws confidently on four related roles; those of:

- relationship analyser
- mathematics user
- language user
- activity and task participant

For effective interaction with mathematics, a person needs to develop and apply the four roles interchangeably. Themes which influence the extent of interaction focus on key characteristics of the mathematical environment and on the ways the learner will demonstrate meaning-making. These themes develop with and within each competency level. They highlight:

- the *conditions* (mathematical information, activity/task and language) influencing presentation of activity or task to the student;
- the *performance* (mathematical interaction) expected of students in completing the activity or task.

They provide a multi-faceted way of looking at mathematics to see how meaning is constructed, interpreted and processed.

# RANGE AND CONDITIONS EXPLAINED

The following three themes describe the Range and Conditions for the competencies of this stream.

- *mathematical information* - refers to the presentation and degree of complexity of the mathematical information provided.
  For Level 1 the information is presented simply and clearly with mathematical content explicit to the student.
  For Level 4 the mathematical information, can be complex, often embedded in text and contain a number of concepts. The mathematical content may not always be explicit.
- *activity/task* - refers to characteristics of activities and tasks related to degree of familiarity and relevance to the student.
  For Level 1 the tasks are simple, familiar to and easily recognised by the student.
  For Level 4 the activity or task may be generalised. It could be unfamiliar and impersonal to the student and complex in its presentation.
- *language* - refers to characteristics of spoken and written language in which the mathematical information and task is expressed.
  For Level 1 the language will be familiar, highly personalised and informal. Some familiar mathematical symbolism and graphical representation may be involved.
  For Level 4 the language will be more formal, often unfamiliar and impersonal and include symbolism and graphical representation.

# PERFORMANCE CRITERIA EXPLAINED

The fourth theme describes generally the application of the Performance Criteria for demonstration of competency.

- *mathematical interaction* - refers to ways of processing appropriate information independently and confidently with reference to:
  - recognition of the mathematics in an activity
  - identification of the mathematics to use
  - prediction of the expected result
  - performance of the mathematics required
  - evaluation of reasonableness of method and result against initial prediction
  - interpretation and application of result
  - recognition and understanding of the social, historical, cultural, economic, racial, gender and political influences in the mathematical content and context
  - communication of method and result

For Level 1 the student will use a familiar method, make a prediction based on rough estimation and will describe method, interpret and record result in personal, informal language.

For Level 4 the student may use a variety of methods, will assess result against an accurate prediction and generalise method and result into other contexts as applicable.

The organisation of the mathematical content within both this framework and the earlier Victorian project is basically congruent, although this framework uses Relation and Pattern to describe the making of connections between mathematical data. This, at higher levels, has considerable overlap with the earlier project's notion of algebra.

The following section shows a range of learning outcomes that support the competencies in the accreditation document.

# NUMERICAL AND MATHEMATICAL CONCEPTS COMPETENCIES ARRANGED ACCORDING TO LEVELS

## *level 1*

### *Measurement*

Can estimate:
- properties such as height, length, weight and capacity of familiar objects;
- time and
- temperature;

to an extent sufficiently realistic to demonstrate understanding of the concept and the unit.

Can then select an appropriate measuring instrument to measure the property using common units such as, centimetres, metres, litres, kilograms, degrees, hours and minutes to a level of accuracy sufficient for domestic purposes.

Can use the language of comparison such as shorter, wider, heavier, hottest to compare such properties.

### *Space*

Can roughly model, draw or represent specifically named, common two and three dimensional figures such as squares, triangles, circles, rectangles, cubes, sphere (balls) etc.

Can classify, describe and compare figures using everyday language of shape size, colour and other commonly used attributes.

Can give and follow directions using the everyday language of position such as *over, behind, left, up*, etc.

### *Number*

Can count any group of objects and describe any number up to 1000 in words and symbols.

Can compare any two whole numbers up to 1000 using the language of ordering or comparison such as *first, second, biggest, smaller, between.*

Can recognise or create a common fraction such as a half, third or a quarter of a whole object such as a cake, an apple in familiar and practical situations.

Can identify the correct operation from addition, subtraction, multiplication, or division (as sharing) to use in a practical situation involving money, measurement, or numbers of objects, such as giving change, sharing, combining.

Can demonstrate understanding of the operation (addition, subtraction, multiplication, division) in a practical situation by acting out, or modelling the calculation using real objects, or money.

Can perform any of the above calculations on a calculator.

### *Data*

Can interpret a simple two column table of numbers or data.

Can collect and record simple data in the form of a table such as numbers of children, numbers of TV's and use it to create simple bar graphs and pictograms using direct scales ie. one person equals one unit.

Can interpret and analyse simple pie charts, bar graphs, pictograms and tables of the kind found on household bills, in comparative terms such as most, least, more than or less than.

# NUMERICAL AND MATHEMATICAL CONCEPTS

## *level 2*

### *Measurement*

Can read and interpret the detailed calibrations such as *mm, ml, g* on a range of measuring instruments especially those relevant to work situations.

Can apply prefixes such as *centi, milli, kilo* to the base units of measurement such as *metre* or *litre* in such a way as to show understandings of their meaning.

Can perform calculations involving:

- conversions within the metric system such as *metres* to *mm, litres* to *ml* (not necessarily in decimal form);
- standard arithmetic operations;

in order to compare sizes, measured in different units and to calculate quantities for purchasing, supplying, filling or catering.

### *Space*

Can follow instructions involving words and diagrams to create a three dimensional object from a flat plan or pre-cut net. This could include a 3D geometric shape in paper or metal, an origami figure or a piece of pre-fabricated office equipment or stationery.

Can name or describe three dimensional objects in terms of basic shapes and attributes such as *flat, curved, cubic* or *triangular.*

Can give or follow directions to get from one location to another using the language of direction and angles including *North, South, East, West, 1/2 turn, 1/4 turn, 180 degree turns, 90 degree turns:*

- within a yard, room or building; and
- from one suburb to another, making use of a street directory.

### *Number*

Can demonstrate knowledge and understanding of place value in whole and decimal numbers by:

- comparing data and measurements;
- devising and using "in the head" methods for addition, subtraction and multiplication especially for quick money calculations.

Can recall addition and multiplication facts for single digit numbers in order to:

- perform standard calculations and rounded estimations for addition, subtraction, multiplication on whole numbers (particularly in the context of money and measurement);
- perform standard division operations when dividing by a single digit number and rounded estimation techniques for "long" division.

Can use a calculator for the above.

Can recognise the arithmetic in a relevant real world problem to which arithmetical operations apply, and find possible solutions using combinations of the above and check for feasibility of the solutions by referring back to the initial problem.

### *Data*

Can interpret complex tables and lists such as timetables, dosage charts, repayment tables or indexes.

Can collect and record statistical data in the form of a table. Use this data to plot statistical graphs including bar and line graphs using scales which count in 1's, 2's, 5's and 10's and appropriately marked axes.

Can analyse and interpret statistical graphs and tables relevant to political and social issues and use them to identify trends and make predictions.

Can determine the three different types of average: mean, median, and mode, for a collection of single values such as age or height of the group (using a calculator where appropriate) and interpret the use of the word *average* in a range of social and political contexts.

### *Algebra*

Can use oral or written expressions to describe and summarise spatial and numerical patterns.

Can find the unknown quantity in a worded 'problem solving' situation involving one step arithmetic operations using informal methods.

# NUMERICAL AND MATHEMATICAL CONCEPTS

## *level 3*

### *Measurement*

Can use a protractor to measure and construct angles.

Can demonstrate an understanding of the concepts and appropriate units of :

- area by estimation and counting squares;
- simple rates such as speed and density by calculations based on empirical measurements;
- perimeter and circumference by estimation and measurement.

Can demonstrate an understanding of the formulae for area of a rectangle, and volume of a cuboid by using diagrams or by modelling with square tiles, cubes, MAB blocks, etc.

Can calculate areas of rectangles, volumes of cubes and cuboids, circumference of a circle using appropriate formulae.

Can, when given appropriate formula, calculate possible solutions and check their reality against the original situation using estimation and visualisation.

### *Space*

Can use a set square to draw right angles, parallel and perpendicular lines.

Can demonstrate an understanding of the properties and relationships between angles and intersecting and parallel lines, triangles (including Pythagoras' Theorem), quadrilaterals and circles by:

- demonstration;
- explaining by example; or
- using the relationships in mathematical problem solving situations

Can produce, interpret and compare simple scale drawings and maps with scales such as 1cm = 1 m.

Can interpret and use the conventions of plans and drawings, including 2D representations of 3D objects.

### *Number*

Can:
- use the standard operations +, -, x and - on numbers including fractions, decimals and percentages;
- perform these calculations with a calculator;
- estimate possible solutions to above calculations using rounding, approximation, and the idea of upper and lower bounds.

Can recognise the arithmetic in a relevant real world problem to which standard arithmetical operations apply, find a number of possible solutions using combinations of the above, check for the reasonableness of these solutions against initial estimations, and interpret the feasibility of the solutions by referring back to the initial problem.

Can use the concepts and language associated with ratio:

- to interpret and compare statements such as *one in ten, a ratio of one to ten, 10% of the population*, or statements of probability and odds used in gambling;
- to interpret and describe scales for diagrams, models or graphs.

Can interpret and perform calculations using

standard formulae expressed in index notation with whole number indices, such as those for areas and volume, or financial calculations, with or without a calculator.

### *Data*

Can represent data in the form of a pie chart, after calculating percentages and angles. This data can either be collected first hand or found from other sources such as banks or the media.

Can represent statistical information, relevant to political social and financial issues, in the form of line graph or histogram, having determined appropriate scales and axes (more complex than counting in 1's, 2's, 5's and 10's).

### *Algebra*

Can analyse, make a generalisation verbally and write an algebraic rule or formula to express this generalisation for:

- number patterns involving one or two arithmetic steps;
- real life situations which require repeated calculations such as working out costing, or conversions from one unit to another.

Can substitute particular values into algebraic rules or formulae as above, perform the resulting calculations, and interpret the results in the original context.

Can solve equations relating to an unknown quantity using a range of techniques, including: guess, check and improve; same thing to both sides; or backtracking. (Equations should include only one or two arithmetic steps at this level.)

Can show an understanding of graphs by:

- analysing those which model the relationship between real phenomena, such as travel graphs, and interpret them either orally or in writing;
- sketching rough graphs from a relationship described in words.

Can create tables and plot graphs relating two variables, given experimental results or data, and use the graphs to predict outcomes using interpolation and extrapolation.

# NUMERICAL AND MATHEMATICAL CONCEPTS

## *level 4*

### *Measurement*

Can use the appropriate formula to find surface area and volume of:

- cubes and cuboids;
- regular prisms and cylinders;
- spheres; and
- complex figures which are a combination of any of these.

Can, when given a real world problem involving aspects of the above, analyse the problem, model the situation by sketching diagrams, select appropriate formulae, calculate possible solutions, and evaluate the feasibility of those solutions by referring back to the original situation.

Can demonstrate an understanding of accuracy and errors in measurement by calculating upper and lower bound solutions to the above problems.

Can use the property of right angled triangles known as Pythagoras' Theorem in order to calculate lengths in problem solving situations described in words.

### *Space*

Can demonstrate an understanding of the trigonometric ratios, sine, cosine and tangent for a given angle in a right angle triangle:

- by calculating the ratio after measurement of an accurately constructed triangle; and
- using the ratios found accurately on a calculator in problem solving situations to find unknown lengths.

Can produce and interpret scale drawings and maps with complex scales, and use them to estimate sizes and distances in the real situations.

Can use at least one angle measuring instrument such as a direction finding compass, or clinometer in conjunction with tape measures or trundle wheels to make an accurate scale drawing of a real outdoor situation involving lengths and angles, and use the drawing to determine lengths and angles not previously measured.

Can use compass and ruler to construct some simple figures such as triangles to given measurements, or to perpendicularly bisect lines or bisect angles.

### *Number*

Can:

- read and interpret very large and very small numbers when expressed in scientific notation, or as a calculator readout;
- use the laws of directed numbers to add, subtract, multiply and divide, positive and negative numbers; and
- use the index laws for multiplication and division to perform calculations when numbers are expressed in scientific form, particularly when calculating approximate solutions for real world problems involving very large numbers.

Can recognise the arithmetic in a relevant real world problem to which large number calculation techniques apply, such as those involving populations, production/consumption of energy or food, probability of winning

lotteries and other social issues; find a number of possible solutions using combinations of the above, check for the reasonableness of these solutions against initial estimations, and interpret the feasibility of the solutions by referring back to the initial problem.

### *Data*

Can collect and record statistical data in the form of a frequency table that requires grouping into class intervals. Use this data to plot appropriate statistical graphs including cumulative frequency curves and histograms, using standard graphing conventions to place axes, indicate scales and location of origin.

Can analyse and interpret statistical information, graphs and tables relevant to political and social issues using determined measures such as mode, median and percentiles.

### *Algebra*

Can recognise the potential for algebraic methods in problem solving situations which involve unknown quantities, and can formulate an algebraic equation to express the situation using standard algebraic conventions.

Can solve equations as above using a range of techniques including: guess, check and improve; same thing to both sides, backtracking and creating a graph; and interpret the solutions in the original context.

Can analyse, make a generalisation verbally and express this generalisation algebraically or graphically for:

- non-linear number patterns; and
- real or simulated situations such as exponential growth or decay, and direct or inverse variation.

Can obtain particular values from the algebraic rules, formulae or graphs as above, perform the resulting calculations, and interpret the results in the original context.

# *Section 5*

# ADMINISTRATIVE GUIDELINES

# SECTION 5: INTERIM ADMINISTRATIVE GUIDELINES

## *1. Introduction*

There are three types of credentials associated with the Victorian Adult English Language, Literacy and Numeracy Accreditation Framework: the Certificate of General Education for Adults (Foundation), the Certificate of General Education for Adults and a Statement of Attainment for any module.

These are adult, community and further education credentials and courses. The responsibility for adult, community and further education is held jointly by two Boards: the Adult, Community and Further Education Board (ACFEB) and the State Training Board (STB).

These interim administrative guidelines apply to three types of providers:

- TAFE Colleges;
- Community Providers funded by the Regional Councils of Adult, Community and Further Education (ACFE) or the ACFEB;
- Other Providers.

It is anticipated that administrative guidelines will replace these interim guidelines in 1994.

## *2 Administrative Requirements*

### *2.1 TAFE Colleges*

In accrediting these courses the Vocational Education and Training Accreditation Board, acting on the authority of the former Victorian Post Secondary Education Commission required that Colleges offering the course must:

- employ teachers/tutors/trainers who:
  - have appropriate knowledge of the Victorian Adult English Language, Literacy and Numeracy Accreditation Framework, its credentials and its implementation.
  - participate in verification of assessments and moderation, monitored by the Regional Council of Adult, Community and Further Education, or equivalent agreements agreed to by Regional Council;
  - maintain appropriate student learning profile documentation to support claims for credentials during the conduct of the course;
  - show evidence of appropriate teaching expertise;
- ensure teachers/tutors/trainers have access to professional development;
- maintain student records regarding attainment of credentials that can be accessed by students for up to ten years;
- use standard credential format.

### *2.2 Community Providers funded by Regional Councils of Adult, Community and Further Education or the Adult, Community and Further Education Board*

In accrediting these courses the Vocational Education and Training Accreditation Board, acting on behalf of the former Victorian Post Secondary Education Commission required that community providers offering the course must:

- employ teachers/tutors/trainers who:
  - have appropriate knowledge of the Victorian Adult English Language, Literacy and Numeracy Accreditation Framework, its credentials and its implementation;
  - participate in verification of

assessments and moderation, monitored by the Regional Council of Adult, Community and Further Education, or equivalent arrangements agreed to by the Regional Council;
- maintain appropriate student learning profile documentation to support claims for credentials during the conduct of the course;
- show evidence of appropriate teaching expertise.

- ensure teachers/tutors/trainers have access to appropriate professional development;
- maintain student records regarding attainment of credentials that can be accessed by students for up to 10 years;
- use standard credential format;
- communicate with the Regional Council of ACFE on an annual basis regarding record keeping procedures and participation in moderation processes.

Prior to the issuing of a credential the provider must certify to the Regional Council of Adult, Community and Further Education or the Adult, Community and Further Eduducation Board that:

- the student has been assessed as being competent at the particular level of the credential;
- the course curriculum used was consistent with the accreditation document;
- the appropriate moderation and verification of assessment processes were completed.

*2.3Other Providers including Private and Industry Providers*

Private and Industry Providers wishing to issue the credentials for these courses should contact the Registration Accreditation and Exams Branch of the Office of Training and Further Education.

It should be noted that the accreditation document for these courses requires that providers:

- employ teahcers/tutors/trainers who:
  - have appropriate knowledge of the Victorian Adult English Language, Literacy and Numeracy Accreditation Framework, its credentials and its implementations;
  - participate in verification of assessments and moderation, monitored by the Regional Council of Adult, Community and Further Education, or equivalent arrangements agreed to by the Regional Council;
  - maintain appropriate student learning profile documentation to support claims for credentials during the conduct of the course;
  - show evidence of appropriate teaching expertise.
- ensure teachers/tutors/trainers have access to appropriate professional development;
- maintain student records regarding attainment of credentials that can be assessed by students for up to 10 years;
- use standard credential format;

*2.4Format of the Credential*

- the name of the issuing body (the provider) in full;
- the name of the credential as listed on the State Register of Accredited Courses:

Certificate of General Education for Adults
(Foundation)
or
Certificate of General Education for Adults;
or
Statement of Attainment (for a Module/Stream);

- advice that the course was accredited in accordance with government regulations;
- the month and year of issue;

- an individual number which is recorded in a register maintained by the issuing body.

A model for the format of the credentials follows.

**Provider Details**

This is to certify that .....

has successfully completed all course requirements for the .....

.....

This course was accredited under the authority of the State of Victoria

Course completed .....

Certificate Number .....

Date of Issue .....

President .....

Director .....

### *3. Moderation and Verification of Assessment*

The accreditation of the Certificates and awarding of the credentials are dependent on efficient and effective provider-managed processes of moderation and verification of assessments. There will not be an external body to impose standards. The "standards" at the various levels are provided by the competency statements as set out in the accreditation document. Hence, the integrity of the credentials is dependent on these processes of moderation and verification of assessments. It is recognised that moderation and verification should incorporate course comparison as well as student learning profile comparisons.

As described above it is the responsibility of the provider to employ teachers/tutors/trainers who participate in verification of assessments and moderation.

It is expected that teachers/tutors/trainers involved in offering courses that lead to credentials meet with other teachers/tutors/trainers to compare courses, moderate and verify assessments. It is not essential for every teacher/tutor/trainer from a particular provider to attend meetings with staff from other providers but it is expected that there be some external moderation from each provider every term. Teacher/tutors/trainers within providers should also moderate and compare assessments with advice from those who have been involved in external moderation and verification of assessments.

The cost of staff attendance at moderation and verification meetings should be considered a "program" cost by funding bodies. Moderation and Verification of assessment are part of normal teaching duties. As a guide it is expected that each teacher will attend at least 2 moderation/verification meetings, either internal or external, per semester.

Providers are requested to register their moderation needs and arrangements with Regional Councils of Adult, Community and Further Education. Staff in these offices can then disseminate information across the region about the provision of courses within the framework, link providers and arrange moderation/verification meetings where appropriate.

### *4. Monitoring and Evaluation*

As outlined in the accreditation document ongoing monitoring and evaluation of the certificates is the joint responsibility of the General Studies Network Manager and the Program Support Standing Committee of the Adult, Community and Further Education Board. A course monitoring and evaluation committee will be established.